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ids with this department of work in the high school. Mr. Ranck announced that Mr. Davis, principal of the Central high school, expects to bring out a book in the fall which shall include outlines and the list of books which has been in such great demand and which is now out of print.

The discussion seemed to show that "vocational guidance" is a legitimate field not adequately covered by libraries. Miss Power now took the chair.

Miss Burnite made a motion to adopt the following resolution:

Whereas, the members of the American Library Association who are engaged in work with children feel the great bond of affection for all those who have rendered that service to child life which the achievement of efficient library service for children signifies;

And whereas, the Dayton public library has suffered the destruction of its children's department and thereby the children of the city are without the influence of good books at the time they need them most;

Be it resolved: that we express to the Board of Trustees, the librarian, Miss Clatworthy, the head of the children's department, Miss Ely, our deep sympathy and the hope that their work may be rehabilitated upon a greater plane of service.

Be it resolved also, that these resolutions be spread upon the minutes of this meeting and the secretary be empowered to forward them to the library officials

mentioned with the request that the resolutions be forwarded to the Women's Clubs of the city and especially to the Mothers' Clubs as an expression of sympathy for them also, in the loss of the department of the library which has furthered their own efforts in bettering child life.

The motion was carried and the session adjourned.

### BUSINESS MEETINGS

At the business meetings of the section held June 25th at 2:30 p. m. and after the session, Friday, June 27th, the chairman appointed three new members of the advisory board, as follows: For one year, Mr. Henry E. Legler, and, for three years, Miss Linda Eastman and Miss Lutie E. Stearns. Miss Annie C. Moore, Miss Clara W. Hunt and Miss Caroline Burnite were appointed members of the nominating committee and upon their recommendation the following officers for the ensuing year were unanimously elected: Miss Agnes Cowing, chairman; Miss Mary Ely, vice chairman; Miss Ethel Underhill, secretary. Miss Adah Whitcomb and Miss Faith Smith were appointed by the chair to investigate the subject of simplified headings in several different libraries, to confer with the Catalog Section and A. L. A. Publishing Board, and to report to the Section.

## COLLEGE AND REFERENCE SECTION

### MAIN SESSION

The main session of the College and Reference Section was held on Tuesday afternoon, June 24th, at the Hotel Kaaterskill. Mr. Andrew Keogh, reference librarian of Yale University, presided; Miss Amy L. Reed, librarian of Vassar College, acted as secretary.

The chairman asked for a motion to fill the vacancy on the committee of arrangements which would be caused by his own retirement. It was voted that the Chair appoint a nominating committee; Mr. L. L. Dickerson, librarian of Grinnell College, and Miss Laura Gibbs, cataloger of Brown

University, were asked to serve as such a committee.

The session then proceeded to the program for the day, which was the work of Miss Sarah B. Askew, New Jersey public library commission, and of Mr. N. L. Goodrich, librarian of Dartmouth College. In order to secure pointed discussion Mr. Goodrich had caused brief summaries of the papers to be printed and distributed to members of the section two weeks before the meeting.

Miss LUCY M. SALMON, professor of history at Vassar College, read the first paper, entitled

## INSTRUCTION IN THE USE OF A COLLEGE LIBRARY

Students who enter college are in an altogether hopeless state, if we are to believe the lamentations poured out in educational reviews and in library journals. In familiar phrase, "they have left undone those things which they ought to have done, and they have done those things which they ought not to have done, and there is no health in them." But it is not given either a college librarian or a college instructor to remain long hopeless, either for himself or for others,—the very nature of his calling demands that somebody do something. Discouragement over ignorant and untrained freshmen dissolves into the bewildering questions of who is to do what, and when, and where, and how, And so the college year begins.

It is undoubtedly true that a very large majority of college freshmen are not familiar with a large library such as they meet in college, that they have never used a card catalog, and that they would not even recognize it if they saw one.

But is it reasonable to expect such knowledge? The majority come from small places where such opportunities are not found, the work of the secondary schools does not demand extensive use of a library, and the mental immaturity of pupils of the secondary school age does not augur well either for an understanding of the intricacies of the card catalog, or for any special interest in the cataloging of books, or in general library history and administration. If the entering student had a knowledge of these things, one reason for going to college would be lacking,—he goes to college to learn what he cannot reasonably be expected to know before that time.

Cheerfully accepting then this condition of ignorance of all library procedure on the part of the rank and file of college freshmen everywhere, and unanimously agreeing that the college student must in some way learn how to use a library, diversity of opinion is found in regard to these two questions:—Is this instruction

given better as an independent course to the entering students, or is it better to give it in connection with regular college work? Should the instruction be given by members of the library staff, or by college instructors?

The very fact that this question has been broached is helpful, since it is significant of the great changes that are coming both in library administration and in educational theory and practice. It suggests the increasing specialization in library work, the growing co-operation between the library force and those engaged in the more technical side of education, newer and, we believe, higher ideals of the object and therefore of the process of education, and the reflection of these changes in the development in the student body of independence, self-reliance, and the desire to do creative work.

Assuming therefore that we are all interested in securing for the college student fullness of knowledge at the earliest hour possible, I venture personally to differ somewhat from the report of the majority of the committee of the New England college librarians and to say that from the angle of the college instructor, it seems clear to me that the knowledge is better acquired in connection with regular college courses and that it can best be given by college instructors. It is with most of us a favorite occupation to see how many birds we can bring down with one stone, and this desire is in a sense gratified if we can incorporate knowledge of how to use a library with the subject matter included in a particular course,—it seems a saving of time for student, instructor and librarian. Everything is clear gain that can be picked up by the way.

But quite apart from this general desire to telescope several subjects, there are specific advantages gained by the student when the instruction is given by the instructor of a regular college class. The knowledge acquired falls naturally into its place in connection with definite, concrete work. Abstract theory has little place in the mental equipment of the fresh

man, he seeks out relationships, adds new knowledge to what he already has, and quite reasonably is impatient, even intolerant in spirit when new ideas and facts are presented to him that he cannot immediately assimilate. To use a homely illustration, an article of food, like butter, that is essential for our physical diet serves its purpose much better when distributed through other articles of food than if taken independently and by itself. All new ideas in regard to library organization, cataloging, bibliography, searching for material, the handling of books, if gained through the usual channels of college work, are quickly and easily assimilated by the college student. If, however, these same ideas are presented to him unrelated to other work they are in danger of remaining unassimilated and of becoming a hindrance rather than a help.

On the other hand, the advantages in having the instruction given by a regular college instructor are that he deals with small sections of students, not with "numbers which are appallingly large;" that he knows the individual student; that he is able to relate the bibliographical work with the individual student on the one hand, and on the other hand with the special subject with which the student is working.

Personally, I can but feel that the assumption made by the committee of the New England college librarians, by the librarian of the Newark public library, by the dean of the collegiate department of the University of Illinois, and by others in the library field that college instructors are not interested in this matter and would oppose instruction in it is not really warranted by the condition that exists.

May I venture to describe somewhat in detail what is done in one college in showing students how to use books, how to become acquainted with the opportunities of a large library, and how to avail themselves of these opportunities in a direct personal way. In giving this account of what is done in Vassar College, may I emphasize the statement that the work done

is by no means peculiar to one college,—other institutions all over the country are doing much that in principle is precisely the same, although the details may vary.

The first aid in knowledge of the library building, of its equipment, and of how to use its collections is given the Vassar College student literally during her first hours on the college campus. She is met by a member of the senior or the junior class and taken about the campus, and it is the duty of these student guides to give every entering student a copy of the *Students' Handbook*. In this she is urged to "become acquainted with the library as soon as possible." "The reference librarian," the *Handbook* tells her, "expects every new student to come to the reference desk to be shown about the arrangement of the library and the use of the catalog and to receive a copy of the library *Handbook*."

The guides point out the library and they are instructed to urge the new students to seek out the reference librarian at once and to make the library trip immediately. The new student goes to the residence hall where she is to live and she finds on the bulletin board in this hall an invitation to take the library trip. The records kept by the reference librarian show that a very large percentage of the entering student's almost immediately avail themselves of this invitation extended by guides and reiterated by *Handbook* and by bulletin boards.

When the new student first enters the library she is given a plan of the building showing the arrangement of the different sections and a handbook explaining in full the library privileges. Armed with this, she is met by the reference librarian and then joining a group of three others she is taken through the library where she makes connections between the plan in her hand, the books on the shelves, "the inanimate reference librarian—the card catalog—" and the animate reference librarian in whom she finds a guide, counselor and friend.

This library trip can be, and is intended to be only general in character. The stu-

dent gains from it first of all the consciousness of having found in the reference librarian a friend to whom she can always go for help and advice; second, her interest is aroused to become better acquainted with the card catalog and with the general facilities for work afforded by the library; and third she gains a determination to follow the injunction of the **Students' Handbook**, "do your part to make the library an ideal place in which to work."

It is at this stage, after this general instruction given by the reference librarian, that the majority of the entering students meet the officers of the department of history. We give them collectively during the first week, usually the second day, an illustrated lecture on the library. This includes slides showing the catalog cards of a few of the books they will use most in their history work, the cards of the most important reference works, periodicals, and atlases, slides showing the difference between a "see" card and a "see also" card, slides that explain incomplete series, continuation cards, and every variation that concerns their immediate work. Every slide concerns a work on history that is to be used almost immediately, and the form used in cataloging, the notation and the annotation, the hieroglyphics of the printed card, and the bibliographical features of the card are fully explained from the screen.

The students then meet their individual instructors, each one having previously provided herself with a pamphlet called **"Suggestions for the Year's Study, History I."** This pamphlet, besides giving detailed instructions for the preparation of the work, includes a plan of the library; suggestions in regard to its history, as also the description and the meaning of its exterior and interior; a facsimile and explanation of the catalog card of the text book used in the course; hints concerning the general card catalog; an analysis of the general form and different parts of a book; special directions for preparing the bibliographical slips or cards that must accompany every topic presented, to-

gether with an illustration of a model card; a full classification, with illustrations under each, of all the works of reference the class will presumably use, including general works of reference, dictionaries, encyclopaedias, periodicals, year books, atlases, autobiographical material, including the various forms of **Who's Who?** together with biographical, ecclesiastical and various miscellaneous dictionaries and encyclopaedias; an elaborate chart devised to show the authoritative-ness as history of the text book used in the course, accompanied by a full explanation of it; suggestions in regard to the purchase of histories for a personal library; and finally, a recommendation to make use of another pamphlet called **Suggestive Lists for Reading in History**. The main points in the pamphlet **Suggestions for the Year's Study** are talked over between instructor and students, and constant reference is made to it throughout the year.

The next step in the history work is to assign each student one or more questions written on a slip and drawn by lot. These questions are intended to test her assimilation of the bibliographical help already given, and her ability to apply to a concrete case what she has gained. As soon and as often as possible the students in the different sections of this class in history go to the library with the instructor for such additional and special help as they may need.

From time to time the students in History I prepare special topics on limited questions. A bibliography must always preface these topics and if it is in any way at fault, either as regards form or material, it must be presented a second time or as many times as is necessary to correct the defects.

This course in History I is required of every student in college. Those students who elect other courses based on this become acquainted with still other features of the library and acquire added facility in bibliographical work. Every student, for example, who elects the course in

American history has a pamphlet called **Suggestions for the Year's Study, History A, AA**. This pamphlet includes a chart that shows the location in the library of all the sections of American history, each accompanied by the Dewey notation for each section, and also the notation for the sections in political science, law and government, American literature, English literature, and English history. It also considers at length the place in the course of the textbook, secondary works, collections of sources, almanacs, works on government, guides to literature, state histories, biographies, travels, and illustrative material. For the latter the students are again referred to **Suggestive Lists for Reading in History**.

Another section of the pamphlet considers specific classes of books which the student uses. It calls attention to the various kinds of bibliographies, as complete, selected, classified, and annotated; to library catalogs arranged on the dictionary, author, subject, and title plan, as also to trade catalogs; to documents classified by form and by contents; to official publications, and the publications of historical societies; to every form of personal record; to descriptions by travelers; and to general and special histories. It also takes up periodicals; manuscripts; special facsimiles, like the B. F. Stevens; geographical material; monumental records; inscriptions, and pictorial material.

Elaborate directions are given for preparing exhaustive bibliographies of the material in the college library on special subjects and suggestions for expanding these in the future as other opportunities for further library work are presented. In addition, tin trays of cards are provided in the American history sections. These are bibliographical cards that supplement but do not duplicate the catalog cards of the general library catalog.

During the year about twenty special topics are prepared by this class, each prefaced by a bibliography of the subject. At the end of the year, one special bibliographical topic is presented. This repre-

sents what each student can do in the time given to three classroom hours.

At the end of the first semester of this course the examination given is not a test of what the students have remembered but rather a test of what they are able to do under definite conditions. The class is sent to the library, each member of it usually receives by lot an individual question, and she then shows what facility she has gained in the use of books by answering the question with full range of the library.

Other pamphlets of **Suggestions** have occasionally been prepared for the most advanced courses. At the end of the senior year the students in my own courses are frequently given an examination that calls for the freest use of the library in the planning of history outlines for club work, in arranging for a public library selected lists of histories suitable for "all sorts and conditions of men," and similar tests that show how far they are able to apply present bibliographical knowledge to probable future experiences.

All this instruction and opportunity for practice in bibliography is not left to "the chance instruction of enthusiastic instructors" or to "the insistence of department heads" to quote Mr. Kendrick C. Babcock.<sup>1</sup> It is definitely planned, it is systematically carried out, there is definite progression from year to year in the kind of bibliographical work required, and it is directly related to the specific and individual work of every student. From time to time conferences are held by the members of the library staff and the instructors in history and these conferences enable each department to supplement and complement the work of the other and thus avoid repetition and duplication.

This division of labor enables the reference librarian to play the part of hostess, to make the students feel at home, to secure their good will and co-operation, to develop a sense of personal responsibility towards the library and its treasures. Her work as regards the library is

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1. **Library Journal**, March, 1913, p. 135.

largely general and descriptive; as regards the students it is that of a friend and counselor; as regards the other officers of the college it is that of an ally and co-operator.

It is necessary to emphasize at this point the wide divergence between the work of the reference librarian in the college or the university and that of the reference librarian in the public library however large or small it may be.

In the public library the demand made upon the reference librarian is for definite information for immediate use; the library patron wishes, not training in acquiring information by and for himself, but the information itself; no substitution of deferred dividends will satisfy his insistent demand for immediate cash payment; he cares not at all for method but he cares very particularly for instant results. Moreover, no one intervenes between the reference librarian and the library patron,—he alone is responsible for giving the information desired. And again, the reference librarian has to deal with an irregular, constantly fluctuating clientele. The man who wants to know who first thought the world was round and whether he was a vegetarian or perchance a cannibal may never visit the library again, but the effort must be made to satisfy his curiosity. The reference librarian of the public library must always be more or less of a purveyor of miscellaneous information to an irregular fluctuating public.

But the functions of the college reference librarian are altogether different. It is often his duty not to give, but temporarily to withhold information; not to answer but to ask questions; to answer one question by asking another; to help a student answer his own question for himself, work out his own problems, and find a way out of his difficulties; to show him how to find for himself the material desired; to give training rather than specific information; to be himself a teacher and to co-operate with other instructors in training the students who seek his help.

All this is possible for him for he deals with a regular constituency and he can build up each year on the foundations of the previous year. But while progression comes for the students, there is always the solid permanency of subject with which the reference librarian deals. With the regularity of the passing calendar there come the questions of the feudal system and of the frontier, of the renaissance and of how to follow a bill through congress. The personnel of the student body changes, but there is always an unchanging residuum of subject matter. On the side of the regular college work there is therefore practically no demand whatever made on the college reference librarian for the miscellaneous information demanded of the public reference librarian,—he is not the one who writes for the daily papers the description in verse of the daily life of the reference librarian.<sup>1</sup> Just what his work is in the college, from the students' point of view is indicated by a recent experience.

A class of seventy in American history was recently asked to what extent the members of it had availed themselves of the services of the reference librarian in that particular course and the replies seem to show that their inquiries had chiefly related to the use of government publications, early periodical literature, material not suggested by the titles of books, out-of-the-way material, source material, and current newspaper material not available through indexes. The many tributes to the help received from the Vassar College reference librarian are perhaps best summed up, so it seems to the teacher, in the statement of one student "she shows you how to go about finding a book better the next time."

If then it must be evident that the work of the college reference librarian differs widely from that of the public reference librarian, it remains to consider specifically what division of the field should be made between the college reference li-

1. *Library Journal*, Oct., 1912. *Public Libraries*, June, 1913.

brarian and the college instructor. Here a clear line of demarcation seems evident. The college instructor must know the student personally and intellectually, as he must know the conditions from which he has come and the conditions to which he presumably is to go. He must help the student relate all the various parts of his college work and help him relate his college work to the general conditions in which he is placed. Hence he cannot separate for the student the bibliography of a subject from the subject itself. Nor can he turn over to the librarian the instruction in bibliographical work. The reference librarian is the only member of the library staff who in the capacity of a teacher comes into direct personal relationship with the student, but his work, as has been seen, is entirely different.

In this division of the field that leaves to the college instructor the actual instruction of students in the use of books, a large unoccupied territory is claimed by the reference librarian as peculiarly his own. This concerns the "extra-collegiate activities" and includes help on material needed in inter-class debates, dramatics, pageants, college publications, Bible classes, mission classes, commencement essays, and all the miscellaneous activities in which the student, not the instructor, takes the initiative. This work corresponds somewhat closely to that of the general reference librarian in a public library and it demands about one-half of the time of the librarian.

Instruction in the use of the library is facilitated by unrestricted access to the shelves and here the students are able to put their knowledge to the test and to work out their own independent methods.

What are the advantages and the disadvantages of unrestricted access to the library shelves? The question was recently asked a class of seventy students and their replies show an almost unanimous opinion that the advantages are overwhelmingly in favor of the open shelves.

Among the educational advantages enu-

merated are that this fosters independence and self-reliance, through encouraging personal investigation; that it enables students to see books in relation to other books, to make comparisons, and therefore to select those that are the best to use; that it shows the library resources and, to a certain extent, the breadth of the investigation that has been done in specific lines. "The open shelf is an instructor, a great indispensable helper, an education in itself," writes one student, while another states, "It gives an opportunity to form a closer acquaintance with books already known by name, and for casual acquaintance with books one has not time to draw out and read at length."

On the more personal side the students have found the advantages to be the pleasure found in handling books; the appeal made by titles and bindings; the inspiration that comes from the feeling of kinship with books; the opportunity given for wide acquaintance with books and authors; more extensive reading; the saving of time; the satisfaction of being able to find what is wanted, freedom from the limitations of specific references. "We become interested in subjects and in books we should not otherwise have known at all," writes one, while another asked a friend who replied, "Well, I don't know exactly what it means, but I guess it means that I for one use books I never otherwise would have used."

On the side of the library as a whole, many have found advantages in the opportunity it gives of doing general and special bibliographical work and in the knowledge afforded of the general plan of arrangement, classification, and cataloging. "If we had to stay in a reading room, how much idea of library organization should we have?" is the clinching question of one enthusiastic student.

The moral advantages are found to be the feeling of responsibility towards books and the training given in not abusing the privilege.

But it is in the failure of some persons to avail themselves of these opportunities



for moral training that students find the disadvantages of the open shelf. There are the periodic complaints that books are lost, misplaced, hidden, and monopolized; that the privilege is abused; and that the social conscience is lacking. "The open shelf is the ideal system but it is designed for an ideal society," feelingly writes one, while another, more philosophical, finds that the open shelf has its annoyances, but no disadvantages, and that these are probably to be charged up to human nature, not to the system.

Only an occasional one sees any other disadvantages. One student finds herself bewildered and lost in irrelevant material, while another brought up in the atmosphere of Harvard, thinks that the closed stack encourages greater precision and carefulness, "for if you have to put in a slip and wait for a book you are more careful about your choice than you are when you can easily drop one found to be unsatisfactory and lay your hands immediately upon another one." "It may be," adds a third, "that we do not get all we might from a book when it is so easy to get others. I find myself often putting aside a book when I do not immediately find what I want."

With an occasional plaint about the increased noise and that the open shelf really takes more time since it is easier to ask for an authority on a specified subject than it is to look it up for one's self, the case for and against the open shelf, from the side of the student, seems closed, with the verdict overwhelmingly in favor of unrestricted access to the library shelves.

I cannot forbear suggesting two directions in which it seems to me the library work could be extended to the advantage of both library and academic force.

The first is the desirability of having connected with every college library an instructor in the department of history who gives instruction in one or more courses in history and who is at the same time definitely responsible for the development of the bibliographical side of the history work.

The work of the history librarian on the library side would be to serve as a consulting expert on all questions that arise in cataloging books that are on the border lines between history and other subjects. Such perplexing questions are constantly arising and valuable aid might be given in such cases by an expert in history.

Another part of the work of the history librarian from the side of the library would be to keep the librarian and the history department constantly informed of opportunities to purchase at advantage works on history that are available only through the second-hand dealers. It now usually devolves on some member of the library staff to study the catalogs of second-hand books and report "finds" to some officer of the history department. Could facilities be provided for making it possible to have the initiative come from the history side it would seem a distinct gain.

The work of the history librarian would also include the responsibility for the classification, arrangement and care of the mass of apparently miscellaneous material that accumulates in every library but does not slip naturally into a predestined place. All is grist that comes to the history mill, yet it is difficult to know how it can best be cared for. Miss Hasse in her well-remembered article *On the Classification of Numismatics*<sup>1</sup> has shown that the utmost diversity has prevailed in regard to the classification of coins and the literary material dealing with them. This is but one illustration of the uncertainty, confusion, and diversity that prevails in classifying much of the material that seems miscellaneous in character, and that yet should be classified as historical material.

The work of the history librarian on the side of the students would be concerned during the first semester particularly with the freshmen and the sophomores. The bibliographical and reference work now done could be greatly enlarged and extended. It would be possible to explain still more fully the possibilities of assistance from the card catalog; to help stu-

1. *Library Journal*, September, 1904.

dents locate the more special histories that might seem to be luxuries rather than the necessities of their work; to make them acquainted with histories as histories, rather than with histories as furnishing specific material; to develop their critical appreciation of books and their judgment in regard to the varying degrees of authoritativeness of well known old and recent histories. Encouragement would be given the students to begin historical libraries for themselves, advice could be given in making reasonable selections of books, and help in starting a catalog. Interest in suitable book-plates for historical collections might be roused as well as interest in suitable bindings, and thus through these luxurious accessories the student be led on to friendship with the books themselves and with their author.

During the second semester the work of the history librarian would be largely with the seniors and would be more constructive in its nature. The seniors are looking forward to taking an active part in the life of their home communities and they will be interested in the public schools, in the public library, in social work, in church work, in history and literary clubs, in historical pageants, fêtes and excursions, in historical museums, in the celebration of historic days, and in innumerable other civic activities, many of which are intimately connected with the subject of history. The history librarian would be able to give invaluable aid to the seniors in preparing lists of histories suitable for public libraries in communities where suggestions may prove welcome; in suggesting histories adapted to all these demands made by personal, co-operative, and civic activities. This constructive work of the history librarian would be capable of infinite extension and variation and its good results would be far-reaching and of growing momentum.

May I suggest one further possible direction in which the activities of the library staff would lend interest to the general work of the college. Every institution needs luxuries and the members of the li-

brary staff have it in their power to offer courses of lectures open to all members of the college and also to citizens of the community who are interested in educational questions. Such courses would include lectures on the history of libraries; on the great libraries of Europe and America; on the great libraries of the world; on great editors like Benjamin F. Stevens; on rare books; on books famous for the number of copies sold, of editions, of translations, of migrations through auction rooms; on the famous manuscripts of the world. The possibilities of such courses are limitless.

There are also the courses of lectures that we are all eager to hear on the plain necessities that are of even greater interest than are those that deal with the luxuries. The college wants to hear about the administration of a library and its general problems; about the special questions of cataloging, interlibrary loans, the special collections of the library as well as its general resources. From the standpoint of special departments, lectures might be given by representatives of these departments on the treasures of the library as they concern their special fields.

Joint department meetings of the members of the library staff and the officers of the departments of English and of history for the discussion of questions of mutual interest have at Vassar College proved stimulating and contributed much to a mutual understanding of each other's ideals and to a sympathetic appreciation of the difficulties attending their realization.

"Why cannot all this work with and about books be explained by the librarians,—" college authorities sometimes ask. "That is their business; it is the business of the teacher to teach."

The answer is simple. The good teacher must individualize the student, the good librarian must individualize the book; and both teacher and librarian must co-operate in helping the college student get the utmost possible from his college course in order that in his turn he may help the community in which he lives in its efforts to realize its ideals. The endless chain ex-

tends to the farthestmost confines of heaven!

Discussion of the paper was led by Mr. J. T. Gerould, librarian of the University of Minnesota. He believed that most college teachers had neither the knowledge nor the enthusiasm necessary to give systematic bibliographic instruction. Training in the use of the library should, he thought be given by a member of the library staff, from a general point of view, introducing the student to reference books not simply in one field, but in all. The time had come for the university libraries to define their position as a distinct educational integer, not a mere adjunct to the academic departments. Of course, to take such a position, the library staff must be thoroughly equipped, and must include trained bibliographers in adequate number.

Dr. E. C. Richardson, librarian of Princeton University, called attention to the fact that the principle of unrestricted access to the shelves required hearty co-operation between the college public and the library staff. It should be recognized that the librarian is not responsible for the correct placing of every book on an "open shelf."

Mr. John D. Wolcott, librarian of the Bureau of Education, Washington, D. C., spoke of the questionnaire on the subject under discussion sent out in October, 1912, by the A. L. A. to two hundred colleges and universities. A summary of the results were included in the chapter entitled "Recent aspects of library development" by John D. Wolcott, which forms a part of the Report of the U. S. Commissioner of Education for the year ended June 30, 1912. Reprints may be obtained from the Commissioner.

Mr. H. C. Prince, librarian of the Maine state library, called attention to the courses in legal bibliography which were being given at various law schools. Those at the University of Chicago, though without credit, were eagerly attended by law students.

Mr. Goodrich reiterated his belief that the libraries should take a definite stand in insisting that college students must be

taught how to use library resources to the full. They must learn the many "tricks of the trade," which in his opinion, were better known at present to the librarian than to the teacher. Miss Salmon replied that she thought it less a question of learning the "tricks of the trade" than of adapting the desired knowledge to the individual need and capacity of the student; hence her belief in the teacher as the proper medium of instruction. The discussion could not be pursued for lack of time.

Mr. H. E. BLISS, librarian of the College of the City of New York, read a paper on

### SOME PRACTICAL CONSIDERATIONS REGARDING CLASSIFICATION FOR LIBRARIES

#### I

The letter inviting me to take part in this conference echoes to me now across the busy field of the past month with notes something like this: "Come, if you will, and talk to us and with us, but **please be practical.**" Perhaps I have elsewhere in-adroitly given the impression that I believe classification for libraries should be a matter of science or of philosophy. I did indeed say in print, some months ago, that "To be practical today and tomorrow, man must be scientific." Upon science, that is verified and organized knowledge, practical common sense is becoming more and more dependent. To be practical without knowledge is in most matters to be ineffectively practical. How practical should we be in classification for libraries, and how should we be practical effectually?

Those who have had to do with classification only in small collections of books for popular use may regard it as a comparatively simple and unimportant thing. They do not see why there should be so much trouble and fuss about it. This we may term the naïve view, to borrow a phrase from recent philosophical literature. But some of those who have undertaken to maintain a classification for a large university or reference library know that it is one of the most difficult and com-

plicated of our problems. They apprehend furthermore that it has not yet been solved satisfactorily. This may be termed the **critical** view. It may vary from moderation to extremes optimistic or pessimistic.

Not a toy librarians want but a **tool**, as we say. The mechanism of a library, however, is not operated by merely mechanical hands. There should be somewhat in library service beyond mere statistical and technical economies. Our arrangement of books should not be inconsistent with the organization of knowledge, lest we fail in an **inestimable** service to the seekers and disseminators of knowledge.

## II

Is it feasible economically to adapt this instrument, classification, to that higher service? There are three answers to this question. There is the pessimistic negative. Books are wanted in all possible and impossible arrangements. You cannot make a classification that, even with the customary transfers of charging-systems, will serve all these ever-varying needs. This argument leads to the virtual negation of the very **principle** of classification. If this were wholly true, it were futile to provide a place for bacteriology, for the books would be wanted now under botany, now under pathology, or sanitation, and again perhaps under agricultural science.

Shall we separate such branches or not? The pessimist says: "Whichever you do, classification fails." The optimist answers: "Good classification serves the average or prevailing demand." To more special subjects the pessimist then turns, such as crystallography, eugenics, child-psychology. These he says are claimed in their entirety by two or three different sciences. These arguments, launched against so-called "scientific classifications," are no less hostile to the worthy undertaking of a practical system in such conformity to the consensus of modern science as the conditions permit. But most librarians have not accepted this pessimistic negative. They continue to classify books for average de-

mands, and the interest in the problem increases.

Contrasted is the more prevalent optimistic view. We have good classification. The Decimal Classification is an admirable, successful, at least serviceable system; it is the established, the familiar, the most practical. With all its faults, we love it still. Is not that **naïve**? Then, a consistent, scientific system is an impossibility. The relations and interests in science are ever changing, always complex. The thing would not continue for a decade to be satisfactory.

Another outcome of the naïve optimistic view, as realizing the complexity of scientific specialization, is the doctrine that a simple, practical system may be kept abreast of scientific progress by the addition of new details. This elaboration of schedules is compatible with what we term "expansion." Expansibility is essential to the very life of a notation, but it may be overworked. Certain systems have, I fear, expanded beyond the capacity of their safety valves to save them from explosion. Thousands of the details of those inflated schedules are practically useless even in the largest library. Such abnormal distension of the bibliographical body, or hypertrophy of its special parts, is not now for the first time called a disease of the bibliothecal system. That the subjects and topics are innumerable and of intricate complexity has led to the misconception that a classification for libraries should embody an infinity of captions in infinite complication. An alphabetical subject-index is believed to be all that is requisite to operate this maze of entangled details. This view may be termed the **subject-index illusion**.

Classification for libraries is to be distinguished on the one hand from notation and on the other hand from an arrangement of bibliographical subjects indexed. Notation and index are but correlative to classification, and, however requisite to a practical system, are in truth of minor importance. They are the fingers and the feet of the body and brain that organize

the materials of knowledge. Yet it is these fingers and feet that have chiefly occupied the attention of most classifiers.

In the theory of classification subjects are to be distinguished from classes as contents from containers. The subject is that which is denoted by its definition; the class is the aggregate of particular things—books, or other things—that are comprised by the definition. A class may be comprehensive of many subjects or aspects of subjects. Such need not appear in the schedules of the classification, but they should be in its subject-index. Thus, Botany is a subject, to which Botanical Books is the corresponding class; Plant Physiology, a less general subject, has a less comprehensive class of books. Geotropism is a specific subject in the physiology of plants. The question arises, is there a class of books and pamphlets treating especially of this subject, the tendency of plants to respond to gravitation, as a stimulus? "Have you in your library," I might ask individually of the majority, "have you an aggregation of books on this subject?" The A. L. A. List comes nearest in the sub-headings under Plants, where with Movements appears Heliotropism, a kindred subject. This caption Movements is for a veritable class of subjects, and it might indeed comprise Geotropism. That is just what the Library of Congress schedule does, subordinating under QK 771 "Movements, Irritability in plants, (general)", the caption of 776, "Miscellaneous induced movements: Geotropism Heliotropism, etc." In my own classification, the mark GCM goes with the caption, "Movements, Heliotropism, Geotropism, etc." It seems well thus to provide for a future group of monographs. If I criticise the Library of Congress classification today, or elsewhere, be it remembered that I recognize its correct treatment of this and thousands of other subjects. But is the E. C. justified in reaching into the dim future for subdivisions of specialization such as its NESGD, Diatropism, and NESGL, "Lat-eral Geotropism?" That is where we must open the safety valve or burst.

The body of the D. C. is congested with thousands of names of persons, places, and events which may be subjects, but hardly for classes of books. Systematic schedules might provide for most of these, reduce the bulk of the system, and make for economy and convenience. The L. C. schedules suffer from similar but more astounding expansion. Class H, Sociology and Economics, is needlessly immense, having 551 p., of which but 51 are index. According to the principle laid down a moment ago, the number of subjects in the index should by much exceed those in the schedules.

The "Expansive" Seventh expansion expanded so much with its own specialistic tissue that it could afford to omit such bulk of proper and place names. For instance Aves (Birds), covers 8 pages of fine print; there are all the taxonomic terms, for example, PGSLPI is for Phalacrocoracidæ, some family related to the pelicans; but there appears besides only the single subject Oology (eggs), at the end as PGZ. No place under Birds for their structure, their habits, for the popular bird-books, and for such interesting subjects as their migration, flight, etc., about which there are books! However much there is to interest, to commend, and to admire in this great undertaking, it must be admitted that this is not practical classification for libraries. It is the province of the subject-catalog to bring together topics and titles which are too special for classification to bring into collocation.

But let us return to the main question of the feasibility of better classification. There are three answers, I said. Two we have considered, the naïve, and the pessimistic, also their offspring, the subject-index illusion, but we have not yet completely answered the pessimistic. This we may now proceed to do in connection with the third answer, which is optimistic and constructive, while at the same time critical. This affirms that better classification is feasible, that it may be sufficiently flexible and durable, that changes and adjustments may be provided for in

alternative and reserved locations, that the notation may be quite simple, and that the index may be as full and specific as comports with convenience.

The purpose of library classification is to group books and to **collocate groups** for the convenience of readers and students in their **average wants**. It is not so much for those who want a book, whose author and subject are known, or any good book on a particular subject; for such, the author and subject-catalogs may suffice. But classification is for those who want books, in the plural, directly, without preliminary handling of cards. Three types of such wants are to be distinguished.

(1) To all libraries come (the prevalent type) those who wish a few good books on the subject, or a few facts to be found in the standard books. They do not care to fuss over the card-catalog. The reference librarian, the selective lists, may serve such wants, but close classification usually does so most economically and most satisfactorily. For very specific subjects, however, the subject-catalog in the large library may often best serve this type and may make it less dependent upon free access and close classification.

(2) The second type wants all the good books treating of the subject especially. From these the user himself is to make selection according to his purpose or point of view. Free access and classification are here requisite. A bibliography, if there be one, would be most likely an *embarras de richesse*.

(3) The third type is that of exhaustive research: all the available literature is wanted, not only the books and pamphlets treating especially of the subject, but also those on related subjects and those of broader scope. Subject-catalogs and bibliographies are needed preliminaries, but access, continued access to the books, is the desideratum. It is for this type that the most carefully guarded libraries give access to their precious collections. Classification, not merely any old kind of subject, or close classification, but good, scientific, close classification, based upon

good, consistent, broad classification, is here of paramount importance. The test comes when the student turns from the special to the more general and the related subjects, which are mostly in related branches of science. The tendency to organization in science is rapidly and surely growing. The more consistent with the consensus, to which studies on the average are adapted, however original and divergent their aim, the more convenient will be the classification. It is in subordination of the specific to the broader subject or class and in collocation of related subjects and subdivisions of classes that most systems fail; and here that most classifiers fail to understand either the fault or the remedy.

The difficulties emphasized by the pessimist, the overlapping of studies and the rival claims, arise chiefly from improper subordination. The material is common to the several sciences because these are portions differentiated from larger fields. Child-psychology is part of Psychology. The science and art of education are mainly concerned with the mental. They are related to Physiology and to Sociology as Psychology is related. But to place Education under Sociology, as is done by the D. C. and the E. C. is to answer the relation of second, not of first dependence, and is as false as it were to put psychology under sociology, to put the cart before the horse. Education and Psychology are working together, and their books should be contiguous. How shall we arrange these practically? Well, scientifically, in the order of generality, thus:

I Anthropology.

ID to IG Human physiology.

J Psychology.

JN Social psychology.

JO Child-psychology.

JP Education.

JQ Educational psychology.

K Sociology and Ethnology.

KA Sociology.

KE Ethnology.

L History.

The principles of consistent subordination and practical collocation should guide the maker of a system, and his notes should guide the classifier of books. Here indeed should be a "code for classifiers" more intimately articulated than in a separate book. But herein lies the practical art of classification, so to dispose classes, divisions, and subdivisions, that they shall produce a relative minimum of inconvenience under the average conditions of demand and a relative maximum of collocation not only of special classes but of general, as well as a degree of consistency as high as practical conditions permit, and ultimately, as an ideal, a consistency not only with the pedagogic but with the philosophic organization of knowledge. This ideal, I believe, is not beyond approximate realization.

This critical but optimistic view ascribes the failure of library classifications to the dispersion of related material under subject, or close classification, without proper subordination and collocation. The subject-index, however useful to classifiers, is of little value to students. I approve close classification, but find it the more unsatisfactory and baffling as it is the less consistently adapted to good broad classification, with good articulation of related subjects according to predominating interests, and with alternative locations for flexibility to changes and for durability in the progress of science.

### III

Having answered the main question of feasibility, we may now take up some minor practical questions, first Notation. It is not likely that reason shall soon remove all traces of prejudice and controversy in this matter. A few propositions, however, are so reasonable that I think they will be accepted. Notation should be brief and simple. Its simplicity depends upon its brevity, though also upon the familiarity and homogeneity of its elements. Letters give brevity. The capacity of three-letter notation, allowing for omission of all objectionable combinations, is about

15,000. Using letters and figures together increases this capacity to about 25,000, omitting confusing mixtures such as K7G and 8B4. Since somewhat more than 10,000 subdivisions seem requisite, the question reduces to this form: "Which is simpler, notation of three letters, or of five figures?" But figures, it is argued, are more familiar. They may be so to book-keepers, but to the keepers of books! Familiar here means familiar with the numbers of the D. C. Then, are unmeaning combinations like DAL or GWK really more meaningless than numbers like 13859? On the other hand, isn't RAG easier to see and to remember? But the argument, so far as it is not merely prejudiced, is childish. Such combinations as A1, 3B, C42, and CF6, are hardly objectionable, and may prove convenient and economical in class-notation as they do in the author numbers, with which librarians are so friendly. Since they are come to stay, what is the use of arguing for homogeneous notation?

Notation is the more systematic and economical where it reduces in part to schedules applicable to the subdivision of many classes or divisions. This feature appeared to a minor extent in the "form signs" of the D. C., but was carried out extensively and complexly in the E. C. It is apparent also in the L. C., but there is more conspicuous by its absence through hundreds of pages of names of countries, places, and persons. Time does not permit me to describe here the six schedules that economize the system I have worked out: Schedule 1, Mnemonic numerals, constant throughout; Schedule 2, for subdivision by countries, applicable under subjects, wherever desired; Schedule 3, for subdivisions under countries and localities; Schedule 4, for subjects under any language, except the chief literary languages; Schedule 5, for the chief literary languages; and Schedule 6, for arranging the material under any prominent author.

Some who admit the feasibility of better classification object that a classification modern for the present will be out of

date in a generation. This in new guise is the familiar argument that it is useless to clean the house today, for it will need again to be cleaned next week—which all good housewives say is an unreasonable argument. It would be a pity to have fair librarianship called a slouch.

Is it conceivable that your books shall remain forever classified as they are at present? Are there to be no changes, merely additions of new captions? Conservatism is not strange, considering the cost of changing notation; but that cost is small compared with the cost of new building or new collections, and is justified by the service to be rendered. The longer postponed, the larger the cost, the larger the burden. Some libraries are changing now—to what? That change may indeed have to be changed again in a decade or two. But how long, then, should a classification endure—or rather, be enduring? One who would not prophesy may nevertheless give an opinion. I believe that a good classification should last a century—with some minor alterations. I believe that a good library should be willing to re-classify, if necessary, at least some of its collections two or three times in a century. I think that library economy should have been developed with better regard to this problem. It is not practical to arrange books inconsistently with the scientific and pedagogic organization of knowledge. Organization based on consensus is one of the marked tendencies of modern thought and purpose, and is not likely to be overcome by dissenting or disintegrating philosophical counter-tendencies. This organization is more stable than the theories on which it rests, and these are more stable than the popular press would lead us to suppose. New theories, new statements, are assimilated to the established body of knowledge without much dislocation of members. Durability in a system would depend not only upon present consistency with the organization of knowledge, but upon flexibility through reserved and alternative locations, judiciously chosen with regard to tenden-

cies in science. There might be flaws and errors, but all practice, in whatever profession is thus imperfect and tentative.

That the D. C. is antiquated is not because of any change in science, but because it did not conform to the science of its generation. The welcome accorded to it in the pioneer days was in keeping with the earlier view that classification is a simple thing, as it indeed was for the small popular libraries. That acceptance has mellowed now into an affectionate companionship with a familiar and comfortable conveyance that has proved serviceable so far. Now the thing is said to need repair. But that it cannot economically be reconstructed has been recently demonstrated. It evidently must go on till its thousand pieces fall in a heap together, like the "wonderful one-hoss shay." Loading it with more and more scientific luggage may for a time increase its service, but the rattling of its parts grows all the more distressing to those who ride.

I reserve my opinion of the Expansive Classification and of that of the Library of Congress. It is to the point to say, however, that they are as unsatisfactory in the major principles of practical and scientific classification for libraries as they are valuable and admirable in the details which they have elaborated. They should help to solve the ultimate problem; but, if consistency with science and economy with convenience are feasible and requisite, neither of these systems is fit, nor is either, I think, likely to endure in general use in the future.

The simpler, the more systematic, and the more consistent with the organization of knowledge a classification and notation is, the more economical and the less vexatious will be the operation of classifying books. The subject, scope, treatment, purpose of the book—if that could be stated beforehand—and why not?—by author and publisher, and confirmed by the copyright office or the national library, then the class-notation could in most cases be quickly found through subject-index. That information might be printed in the book



and more readily found there than through centralized cataloging and service of cards. Centralized or co-operative classifying however, or assigning of subjects and of the class-marks of an elaborately classified central or national library, would be a service of high value and of very considerable economy. But it should be distinguished from standardized classification. As libraries differ and differentiate, so should their classifications. At best a system may serve for libraries of a type, but not for all types. A university need not adopt an unfit classification as more than one has done of recent years. It may translate the centrally assigned subjects and class-marks into its own system, through its own index. Some general conformity, or conformity in special parts, may indeed prove economical and convenient, but standardization of an elaborate system is progress in the wrong direction.

This outline of a large, complex, and unsolved problem of paramount importance is very inadequate. I would propose that a committee be constituted, to articulate with the present committee on a code for classifying, to set to work upon a fuller investigation of this great question of the feasibility of better and more economical classification and notation. If librarians do not provide better classification for libraries, then the users of libraries will very likely in the not remote future provide for better librarians.

In the subsequent discussion, opened by Dr. Richardson and by a paper written by Mr. W. S. Merrill, chief classifier of the Newberry library, Chicago, exception was taken to many of Mr. Bliss' criticisms of present classifications. It was pointed out that the D. C., with all its faults, was yet eminently practical, as evidenced by its widespread use. Mr. Cutter stated that the E. C. classification for zoology, which Mr. Bliss had specially criticised, had been made in just the way Mr. Bliss himself regarded as the soundest, i. e., it had been condensed from material furnished by an eminent scientist; as to its being over minute, it was expanded only half as much

as the scientist had proposed. Mr. Charles Martel, chief of the catalog division in the Library of Congress, Dr. Andrews, librarian of the John Crerar library, Chicago, and others also expressed their belief in close classification as a safeguard against confusion and unscientific grouping.

Only a few minutes remained for a paper on "Art in the college library," by Mr. FRANK WEITENKAMPF, chief of the art department, New York public library.

#### ART IN THE COLLEGE LIBRARY

The problem of art in schools has been frequently discussed. The matter of art in colleges, apparently, has not been so much considered. The cases, however, seem to be dissimilar only in degree, not in kind. In fact, not a little of the material that has been suggested for schoolroom decoration would be equally in place in the college. For instance, names such as those of Gozzoli or Luca della Robbia, on the *Craftsman's* list for schools could just as well be suggested for the college. Also, the average student is probably first to be reached best by recognition of the fact that there are other interests beside the purely aesthetic. In other words, good use can be made of the subject picture, the best possible being chosen. Dr. W. D. Johnston, librarian of Columbia University, where exhibitions "have always been an important auxiliary of lectures" and have included exhibitions of graphic arts, states that these last "are selected and displayed less with a view to artistic than pictorial value." But he adds that more and more attention is given to artistic value, and that in his belief the most valuable exhibits of an artistic nature are those "displayed permanently on the walls of halls, seminar rooms and lecture rooms. On the other hand, those which are exhibited temporarily should, if well selected, and well announced, do much to broaden taste."

The permanent display of pictures which illustrate with distinction certain broad principles of taste, is of undoubted necessity. But the use of the temporary show must not be lost sight of. The oft seen

easily becomes the oft unheeded; familiarity breeds contempt. Periodical changes therefore seem advisable, as evidence that there is "something doing." Loans of good prints from private sources, if advisable, might be utilized to excellent effect. For instance, if the library happens to own, or can borrow, a copy of such a publication of color reproductions as the Medici prints, or "Meister der Farbe" or "Alte Meister" (the latter two issued by Seemann of Leipzig), a number of plates from the same might be placed on exhibition for, say, three months. This might be followed by a six-weeks' black-and-white show of good etchings from a private collection, or from the stock of the nearest museum or print dealer. After that, perhaps, a show of Greek art. The guiding principles should be: Keep the exhibit within reasonable bounds as to numbers, make selection with as much discrimination as circumstances will permit, and see that what you offer is made palatable. Dr. E. C. Richardson of the Princeton University library tells me that there a large collection of art photographs is drawn upon for permanent exhibition, the latter rearranged "every now and then" in order to exhibit fresh material, and that there have been a number of special exhibitions. (Incidentally, this university has a great variety of undergraduate courses in art.)

The matter of proper presentation is important. Not what is seen, but what is digested, counts. Good labels are a necessity; summary, with as little dryness as possible, informative, so that the student may see at a glance why a given picture was shown, and what are its good points. If relation to studies can be brought out in these exhibits, all the better. That naturally suggests the possibility of an occasional display of pictures illustrating a given period or personality in a given country. In the recently-printed little volume, "Art museums and schools," containing four lectures by Stockton Oxson, Kenyon Cox, Stanley Hall and Oliver S. Tonks, the significance of the museum to teachers of English, art, history and the classics is

considered, and the documentary value of art is properly emphasized. "In order to teach the classics," says Prof. Tonks, "you must know more of ancient life than is to be gleaned from the literature by itself." Viewed in this light, the old Greek vases and other art objects take on a new significance. But the ultimate object of all this must not be lost to sight, the cultural influence sought, the promotion of interest in art as a matter not apart from, but a part of, our daily life, a contribution to general culture. It is well to make it clear that a certain amount of appreciation of art can become as much a matter of course as certain elementary rules of good breeding. "Art," says Croly, in his "Promise of American life,"—"art cannot become a power in a community unless many of its members are possessed of a native and innocent love of beautiful things." These considerations, again, suggest the occasional exhibiting of plates illustrating decorative and applied art, say color plates such as those in Wenzel's "Modern decorative art," or "Dekorative Vorbilder," or similar books, if procurable, or black-and-white plates from books or art magazines. A judicious use of the library's books is advisable, not through lengthy lists in which the bibliographical instincts of the librarian might find vent. Reference to two or three books on a subject—whetting the appetite by displaying them at the same time as the plates exhibited—may lead to an occasional reading at spare moments. It may help also to show the fallacy of the "I don't know anything of art, but I know just what I like" attitude. You can not understand anything worth understanding without some trouble, any more than you can play football or bridge without some practice.

The matter of hanging must depend, naturally, on local conditions: amount and distribution and shape and location of available wall space or other space, financial resources, character of student body, etc. The simplest method is, of course, to suspend the pictures by clips from horizontal wires, but it is not under all cir-

cumstances the safest. Pictures may be fastened to a wooden background (usually covered with burlap or other textile) on the wall. In that case, care must of course be taken that thumb-tacks do not pass through the print. The shank of the tack passes close to the picture upon the outermost margin of which its head will then press. Mr. E. R. Smith of the Avery library at Columbia University, lays strips of bristol board over the spaces between the pictures, and overlapping the margins of the same; the tacks pass through these strips. Pictures fastened to the wall may be covered by sheets of glass held in place by strong tacks, or perhaps the brassheaded upholsterers' nails. Where prints are shown unprotected it may prove well to mount them, unless they are printed on thick and strong paper. (At the Newark library they use mounting board bound at the edge with buckram and further strengthened by pigskin corners; this is for prints which circulate among teachers.) Where frames are used with the intention of periodical or occasional change of exhibits, the back can be held by the familiar "button" device which can be easily swung aside so as to admit of changing the picture without extracting nails. Mr. Paul Brockett of the Smithsonian Institution, tells me that there the glass doors of bookcases have been used for exhibiting pictures. At the same place, wing frames—that space-saving device of a dozen frames with glass centered on a standard, and having a certain swing in either direction—have been used. Moreover, these frames were units which could be hung on the standard or placed against the wall. In some of the New York public library's branches, such frames radiate directly from the wall, to save space. A similar device is seen in a certain type of display fixtures, in which the swinging frames reach to the floor, and which may be seen in operation in the lithographic exhibition of Fuchs & Lang, Warren St., New York City. There is no protecting glass here, however, and I presume that the use of this contrivance

would be safe only in exceptional cases. Hints to exhibitors may be found in articles such as the one on "Mounting, framing and hanging pictures," by Miss Mabel J. Chase, assistant supervisor of drawing, Newark, N. J., in the *School Arts Magazine* for December, 1912, or in one on "Planning and mounting an exhibit" in the number for March, 1913, by George W. Eggers, who lays stress on the fact that "Every exhibit should definitely tell something." Still continuing the examination of this magazine, one notes in the issue of April, 1913, an article on the "Decoration of an assembly hall in R. C. Ingraham Grammar school, New Bedford, Mass." That relates to a permanent exhibit, and describes the distribution of pictures and other objects in such a manner as to make a harmonious arrangement of the whole room. But there are other periodicals, and there are readers' guides and other indexes and bibliographical aids, and this is not the place for lists.

Now, as to the material to be used for the exhibition. Outside of the resources offered by the library's own collection and the loan possibilities indicated, there are various dealers and other agencies to be taken into account. In the state of New York for instance, the division of Visual Instruction of the Education department has a circulating collection of pictures furnishing ample material for educational extension lectures and for study clubs. This consists of "Braun, Elson, Hanfstängel and Hegger carbons, Copley prints and bromides and Berlin photogravures." These wall-pictures are lent to schools and libraries, framed without glass, for a fee of 50 cents each per year. In other states, I presume state library commissions could give advice. There are the artistic lithographic drawings in color issued by B. G. Teubner of Leipzig at five and six marks apiece, the plates of Seemann's "Meister der Farbe" can be purchased separately, and dealers such as the Berlin Photographic Co., George Busse, the Detroit Publishing Co., Braun Clement & Co. and others could no doubt give lists and advice.

Importing book-dealers, French and German, must be considered. Not all of the material furnished by these concerns is equally cheap, but a certain amount of the higher-priced sort will serve for permanent exhibit.

Part 6, devoted to the art department, in John Cotton Dana's "Modern American library economy," is a very useful guide, not only in its record of accomplishment at Newark, but also in its hints as to sources, its list of addresses. Miss Ethelred Abbot's "List of photograph dealers" (Massachusetts Library Club, 1907) is properly emphasized for its usefulness, as is also the "*Bibliotheca pædagogica*."

For permanent exhibits the reproductions of certain examples in architecture, painting and sculpture which have become classical, are of obvious value. And here, too, the reason for inclusion may well be emphasized to the student, not only by proper labels but also by reference at the proper time in the class-room and lecture hall. Such classics in art will not infrequently be found reproduced better in black-and-white than in color. Should the library decide to procure color work by modern artists, such as the Teubner prints referred to, or the similar ones issued by Voigtländer or by the Künstlerbund of Karlsruhe, care must be taken to select such as are of general, and not merely local, interest. Say for example, the well known "Field of grain" by Volkmann. Such modern work also has the advantage of emphasizing the fact that there is work worth while being done today. It likewise shows the healthy tendency to enlarge acquaintance with home production, home scenery, home customs. We find that, for instance, in Germany, in Sweden, to a certain extent in England, and elsewhere. Much of the foreign endeavor in this direction has found its use in schools, but it involves some big principles in point of view which make a certain amount of its results of use in the college as well. But we should similarly pay attention to the best American work. Noteworthy attempts by American artists to interpret

American life and the beauties of our scenery deserve support. One notes with interest the attempt made by the American Federation of Arts' Committee on Art in the Public Schools to call attention to American examples in the fine arts by calling for an expression of opinion as to the best works produced by our artists. T. W. Stevens reported that the Chicago Institution, furthering the utilization of students' work in the decoration of public school walls, "encouraged the adoption of subject pictures for decoration; especially subjects in American history."

The help of the art department, where the college has one, may well be enlisted. (Parenthetically let me state that E. Baldwin Smith in his recent report on "The study of the history of art in the colleges and universities of the United States," Princeton, 1911, summarizes his statistics in the statement that of 1,000,000 students, 163,000 have any art courses at all offered them.) Not only have we such rich collections as those of the Avery Architectural library at Columbia, the Fogg Museum at Harvard, or Yale University, but collections of casts, photographs and books will be found at the disposal of the art departments of a number of other colleges. Such resources might be drawn upon so that some modicum, at least, of art influence may be extended to the rest of the institution. If the direct co-operation of the art department is secured it must necessarily be adapted to the needs of the case with a clear understanding of the fact that general students, and not art students, are to be served. The statement of Dr. Leigh H. Hunt, associate professor of art at the College of the City of New York is of interest here. His 6,000 boys, says he, would like to begin with the human face. They do not necessarily lean to the saccharine, but perceive human interest shown without the aid of the direct anecdote. They stand Memling and Ghirlandajo. "The boys love color," he continues, "and are easily led to love refined color. They admire the early English water colorists,—Cox, DeWint; also, Japanese

prints." After becoming interested in such refined color, they get a liking for monochromes—delft blue landscapes, sanguines and sepia drawings.

Efforts such as those I have indicated seem particularly called for where the college is away from art influences. But they should not be put aside even where the college is located in a larger center with an art life. Rather should the resources near at hand be turned to advantage. I have seen the statement that over 30 per cent of our museums are connected with educational institutions. Also, in a large city, there are numerous art exhibitions, most varied in character. But the very extent of all these opportunities may serve to keep away the student who has so many other duties and attractions. And, as Prof. Hunt points out, boys living at one end of a large city not only whirl past all such possibilities on their way to college, but in New York, using the subway, they pass under it and not through it. What is wanted is the direct, unavoidable presentation of art to those who are not yet sufficiently interested to seek art for themselves.

In the whole matter the ever-necessary exercise of common sense is commendable. Enthusiasm for the cause must be moderated and adapted to the point of view of the student. The didactic element should be unobtrusive. The student should be interested rather than admonished. Above all he should be led to see that a certain love and appreciation of art is not a "highbrow" affair but a proper, necessary and pleasure-giving part of the equipment of the cultured man. As proper and a matter of course as the avoidance of a necktie of shrieking colors, or as the use of the table knife for cutting only. Farther discussion of this subject, as well as decision as to the practicability of the ideas advanced, must be left to those who have a more intimate acquaintance with the problems, conditions and difficulties involved than can be had by one who has to deal with the readers in a large public library.

Mr. Goodrich called attention to the library of the University of Michigan as one place where ideas like those of the paper had been carried out, made a plea for color prints as against the everlasting black and brown, and suggested the possibilities of pottery and textiles in the way of giving life and cheer to the delivery hall. He referred by way of example to the beautiful drapery curtains in the John Hay library reading room—a vast relief from the ordinary roller shade and just as effectual.

At the end of the session, the nominating committee brought in the name of Mr. W. N. C. Carlton, librarian of the Newberry library, to succeed Mr. Keogh on the committee on arrangements; Mr. Carlton was unanimously elected. His term will be three years; the other members of the committee, Miss Askew and Mr. Goodrich, remain the same as this year. The session then adjourned until Friday night.

#### COLLEGE LIBRARIANS' ROUND TABLE

The round table for college librarians was held on Friday evening, June 27th, F. C. Hicks, of Columbia university, presiding.

Miss JOSEPHINE A. RATHBONE, of the Pratt Institute school of library science gave a talk on

#### WHAT COLLEGE LIBRARIANS CAN DO FOR LIBRARY SCHOOLS

In a recent lecture on administrative problems of the college library given to the students of the Pratt Institute library school the lecturer pictured the ideal college library of the future, with a staff consisting of specialists, each with a knowledge of his subject equal to that of instructors or professors plus a library school training, whose recompense should be on the same scale as that for the teaching of those subjects. I remarked afterward that before that vision could come to pass the college librarians should have to act as feeders for the library schools, turning

toward librarianship promising material from which the library schools could make the college library specialist of tomorrow. Hence this paper.

There has been a good deal of discussion in the Professional Training section about specialization in library schools—the desirability of having special courses to prepare librarians for technical libraries, for professional libraries, for legislative reference libraries, etc., etc., but I am convinced—and my conviction deepens with my increasing experience—that the time for specialization is before the library school course and not during it. Theoretically it does not seem possible that the same library course should be able to fit students for such different lines as children's work, municipal reference work, cataloging, branch library work, the scientific department of a university library, a botanical garden library, and the librarianship of a town library, but actually that is just what happens; recent graduates of our school are filling just such positions and each one found that her library training plus her previous education, experience and temperament enabled her to fill the special position satisfactorily.

Now what the college librarian can do for the library school and hence for the library profession, is, it seems to me, to make it known among college students that there are opportunities for the specialist in library work—to disabuse the mind of the man or woman who wants to pursue economics or sociology or some branch of science of the idea—almost a fixed idea it would seem—that a specialist in order to continue in his specialty must necessarily teach it, that teaching offers the only pied a terre, the only means of support for the student. Students of sociology and government are beginning to find their way into organized welfare work, it is true, but library work should be presented to them as a means of social service, of at least equal importance with settlement work or organized charity. That it could be so presented I am confident, and by

whom if not by or through the agency of the college librarian?

Schools and colleges are devoting an increasing amount of attention to vocational guidance. Will not college librarians make a point of seeing that the possibilities and diversified opportunities of librarianship are presented to the students each year? If they do not care to do this themselves, librarians or members of library school faculties might be found in the vicinity who would be glad to do it.

Once the subject of librarianship is presented to the student and the desirability of entering upon the work through the gateway of library school training is pointed out (I assume that no time need be spent arguing this point—but if I am wrong I shall be glad to discuss the matter with any dissenters later), the college librarian can further the cause by being prepared to advise students as to their choice of a library school. The college librarian should supply himself with the circulars of the several schools and should inform himself concerning the reputation, advantages, requirements, and specialties of the different schools. We all agree that there is no one best library school (except our own), but that each of them offer special opportunities that make them adapted to the particular needs of different students. To direct the inquirer to that school that will best fit him for the particular kind of work he inclines toward would be to serve the profession, the schools, the colleges, and the individual student. Will not the college librarian take this function upon himself and enrich the profession not only with the quiet bookish student who will develop into the old-fashioned librarian for whom there is still room, but with the specialist, the executive, the vigorous and enthusiastic altruist who wants to serve the world by positive, constructive, social work?

The following paper, prepared by Mr. ROBERT S. FLETCHER, librarian of Amherst College, was read by Mr. N. L. Goodrich, of Dartmouth:

### THE COLLEGE LIBRARY AND RESEARCH WORK

There was published in 1912 a "Union List of Collections on European History in American Libraries, compiled for the Committee on Bibliography of the American Historical Association by E. C. Richardson, Chairman."

In the preface to this exceedingly valuable work occurs the following extract from the Report of the Committee, December, 1911:

"It is clear from this situation that no library is self-sufficient—even Harvard lacking 930 sets, and all but 12 lacking on the average of 2,153 out of 2,197 works. Even as good colleges as Amherst and Williams, having but 26 and 17 respectively, lack 2,171 and 2,180 respectively out of 2,197, while probably 700 of the 786 institutions doing work of college grade in the United States are worse off than these."

I need hardly say that this is merely a statement of fact and in no sense a criticism or arraignment of any library mentioned or implied. Furthermore, it is undoubtedly true that analysis and reflection will render this statement much less startling than it appears at first glance. Whether we can explain and account for it to our entire satisfaction is a question which seems to me rather doubtful. Let me quote a little more from this same source:

"The most significant fact of the statistics of last year remains, however, substantially unchanged—the fact that only ten or a dozen libraries have as many as 10 per cent of the collections, and that out of 786 institutions which profess to do work of college grade, only about fifty libraries have as much as 1 per cent. The actual situation is even much worse than appears from the figures, since two or three inexpensive volumes of illustrative source books for class-room use are in the list through inadvertence, and undoubtedly swell the record of the minor institutions. It is safe to say that a majority even of the institutions included in the

Babcock list have less than one-tenth of 1 per cent of these sets, and yet these are titles which have been gathered from actual references and are the books which are liable to meet any men engaged in historical research at every turn."

If we assume that research work belongs only to the university—that it has no place in the college—we may dismiss these figures as possessing no significance for us, save as they throw some light on the inferior quality of the collections built up by most of our American libraries. If on the other hand we believe that the smaller institution should encourage its teachers to do research work, and should, so far as its resources allow, provide the facilities for such work, then I believe that a study of the conditions responsible for the situation set forth in the Committee's report cannot fail to be of some value. And while I hold no brief for the research worker I am strongly of the opinion that the college which does encourage original research can not but gain a higher quality of teaching, and at the same time acquire a collection of books which, if not notable, shall be at least thoroughly good.

It may be claimed, and in that case must be granted, that such a question as this is practically an academic one, and so pretty largely outside of the librarian's province. That is true, however, only so long as you leave the question unanswered—or answer it in the negative. An affirmative answer would bring the matter home directly to every college librarian in the country. The college which believes in research and encourages its faculty to do it, must have a librarian not only in sympathy with the movement, but one skillful in finding ways and means to make it a success, since in most cases the funds at our disposal for the purchase of books would seem to preclude the possibility of such a thing.

Before going further into the discussion of this phase of the question, let me return for a moment to the report from which I quoted. One or two conclusions may justly be drawn from the figures

therein presented. In the first place I think we may safely infer that the situation as regards History, so strikingly set forth, is repeated, and probably in an even worse form, in all the other departments of knowledge. Certainly we should not expect a library which was so weak in the research material of History, to be any stronger in Philology or the Sciences, or in Philosophy and Economics.

The second conclusion follows naturally from this, that the average college library—for it is with the college library that this paper concerns itself—has built up its collection with practically no emphasis on the acquisition of such material.

To say that this general condition exists solely because of the lack of funds is to my mind neither a real explanation, nor a real excuse. It exists primarily because there has never been any pressure from members of the faculty to bring about a different condition.

If we seek a reason for it we shall find it in the fact that research work has by tacit consent been left almost entirely to the university. Its place there—its vital importance in the university scheme of work—has never been questioned. Making all allowance for the difference in conditions I still cannot see why a thing that is confessedly of so much benefit to the university should not also be of help to the college. At the risk of getting a little off the track, and for the sake of making what I mean as plain as possible, it seems necessary to devote some space to a definition of the term research work. I am writing, of course, from the standpoint of an outsider, who expresses a purely personal opinion on a subject which interests him. There can be no hard and fast definition of such a term as this—at least not from a librarian.

I shall suppose then, that research work is of two kinds, both important, but one of them much more important than the other. The first and most common kind is that ordinarily done by the graduate student in the university. It is the gathering of material—the collection of information

on some particular phase of some particular subject—and is not only of value in itself, but when taken together with the work done by other students along related lines becomes part of the structure on which scholarship is built. We may call it analytical research work. The other kind is that done by the man of clear vision and wide outlook, mature enough to see that the analytical work is merely material for a bigger thing—call it what you will—the man who can take the information others have collected and impart it in the form of culture. This is synthetic research work. Now the university has much of the former, some of the latter. The college has need only of the synthetic. If its place in the educational world is to be permanent, its contribution to education must be cultural. The type of teacher it needs, and I believe must have, is the man who has done, or is capable of doing, synthetic research work. In his hands teaching takes on a vitality, a spontaneity, a genuineness that no one else can give it. That the book collection of the average college would be sufficient for the needs of men like this is out of the question. There would inevitably arise a demand for the purchase of works of an entirely different kind—a demand that would have to be at least partially met. This demand would be for research material, by which I mean the results of research work, and the problem of such a college library would become a problem in discrimination—the decision as to what of this material it should try to obtain.

It ought not to be difficult to draw a clear distinction between analytical and synthetic research material. Illustrations of the first will readily occur to you, one as good as any being the usual thesis submitted for the doctor's degree. All "source" material is necessarily analytical—is the result of a careful, painstaking, often laborious search for information: information that may illuminate some dark corner of the field of knowledge. But it is never itself illumined by the spark of genius, nor wrought by the loving hand of the



artist. It is merely the wood and the stone out of which a complete structure may some day arise.

Now how does the synthetic conception of research apply to History? A modern German writer has compressed the whole significance of it into a sentence: "The writing of History," he says, "is just as truly a will toward a picture as it is a knowledge of sources." In other words synthesis of the kind referred to is always the work of the artist, and in the nature of things becomes thereby a contribution to culture. Gibbon's "Decline and fall of the Roman empire," Lamprecht's "History of Germany," Rhodes' "History of the United States"—these are all synthetic: each one existed first as a picture in the mind of the artist, not merely as an array of sources from which the facts of history might be drawn.

"But," you say, "all libraries buy these books and others like them as a matter of course." Yes, we do, but I think the trouble is that we do not make books of this sort our standard, if indeed we have any standard beyond a favorable review or a request from a patron. It is no more true that the result of all synthetic research is cultural than that the result of all artistic endeavor is beautiful. Results here are just as uneven as anywhere else, with much that is good and perhaps even more that is bad, and it is when we come to discriminate that we are apt to go astray. Now a teacher such as I have in mind would keep abreast through the better periodicals of all that was being done in his particular line, and if facilities were furnished, would buy what he knew he needed—monographs, bibliographies, biographies, and some larger works—things that would not only give his teaching a vitality and freshness otherwise lacking, but would help to hasten the day when his own contribution to the world's culture should see the light.

Assuming, then, that a college accepts this view, and proposes to encourage its faculty to do research work, what are the practical ways in which the library can not

only co-operate, but further such an undertaking? For I believe there are several. A preliminary statement as to the functions of the college library would seem to be essential. These have often been set forth for us in detail, and I shall only enumerate them here. The first and most important function is, of course, to meet the needs of the students and teachers as they arise in the regular college work. Along with this is the supplying of books for general reading, outside of the curriculum. Most of these books are bought for members of the faculty, who are thereby enabled to keep in touch with the latest developments in their own and other fields, and to avoid the possibility of mental stagnation from too close association with a particular subject. I believe much more might—and should—be done in the way of developing a taste for general reading on the part of the students, but that is another story.

Apart from these what are the functions of the college library? To be, so far as it can the centre of culture for the community in which it is located: to aid the local public library in its work with woman's clubs, and high school pupils: to lend books freely to other libraries. And in our own case there is the added opportunity of being of some assistance to another institution in the same town.

Now these things are all important, and the librarian who does not realize it, who fails to utilize to the utmost the possibilities they contain for intellectual and social betterment, is not worthy of his hire. But the point of view I take in this article compels me to consider them as secondary. The college library exists first of all to supply the book needs of its own students and faculty, and for nothing else. The expenditure of its funds, always insufficient, must be limited to this chief function. It is probable that all these other things I have enumerated can be done without any financial loss to the library, but where any of them means a diversion of library funds it becomes unjustifiable.

I said above that there are several prac-

tical ways in which a library—more properly, perhaps, a librarian—can not only cooperate, but further a movement to encourage research work on the part of members of the faculty. My remarks are of necessity limited to my observation of conditions in the institution with which I am connected, and are not to be considered general in their application. At the same time, I am inclined to think that these conditions are reproduced, at least to a certain extent, in most college libraries.

The assistance which the library can render must, of course, be very largely financial. Only by releasing funds from present uses, or by increasing these funds, can we hope to buy material of the kind referred to.

I am convinced, in the first place, that we can save money in the purchase of books, and this not through better discounts, or any choice of agents, but through more care in the selection of the books themselves. In other words, submit all lists of proposed purchases to a more rigid scrutiny. Make all titles answer such questions as "Is this book going to be of real value to this library?" "Is its usefulness to be more or less permanent, or merely temporary?" "Could not our need for it be met by borrowing from another library?"

In our own case, at least, I fear a number of books are recommended by professors or others, and bought by the library, which could not survive any such test. This naturally applies not so much to department books as to those of a general nature, for in the last analysis the teacher must be the judge of what he needs to help him in his work.

Secondly, we ought to save money—I think a considerable sum—on our periodicals. And here the saving effected by dropping some from the list is a double one; not only the subscription price, but the cost of binding. I realize that I am treading on dangerous ground in this matter, and that most professors would say to drop all the books if necessary, but none of the periodicals. And I could wish for

enough space to elaborate my side of the question at some length, instead of touching on it only briefly. For I believe it to be of real importance—a thing that every college library must face and decide at some time or other. Here at Amherst we spent last year over 40 per cent of the income from our book funds on periodicals and their binding—a proportion which I cannot believe to be justified. Is there not such a thing as a "periodical" habit, into which all of us, librarians and professors alike, are apt to fall? We keep periodicals on our lists because they have always been there—were there before we came—although on reflection we are sure that no one ever uses them—not even the professor at whose instance they were ordered. In the first place, of course, he expects to use them, sometime if not now. Or he is sure that he ought to—that they would give him just the impetus he needs in his work. Or perhaps (and I should whisper this) he likes to have it known that the department is taking these things—"couldn't get along without them." Now the periodical that cannot prove its right—in terms of usefulness—to be on the shelves of a college library has no place there. And the significance of this for us is the fact that in being there it is keeping something else out! What we spend for it, and for others like it, would enable us to make at least a beginning on the acquisition of our synthetic research material.

These are two of the ways in which it seems to me a librarian in sympathy with this movement could further it. Another, possibly worth mentioning, is to refrain from binding miscellaneous pamphlets and other unbound material, mostly presented to the library, and which we are apt to think may some day serve a purpose. Part of it may—most of it can well be thrown away and the binding money saved.

"But," you say, "even in the aggregate these things do not mean very much; perhaps one or two hundred dollars at the outside—one or two or three research collections a year for your library." No,

they do not mean very much, by themselves, or in the purchasing power of money they are instrumental in saving. But they stand for something definite and logical; they are indicative of a determination on the part of an institution to get men of a certain type for its faculty, and to provide them with facilities for doing the broadest and biggest work possible. I may be mistaken, but I am inclined to think such an institution could find more money as it needed more. And the librarian skillful in discovering ways and means would not be contented with his yearly appropriations, but would succeed in interesting trustees and friends of the college to a point where interest would be translated into deeds.

Now there is, of course, another side to all this, and we should be short-sighted indeed not to recognize it. The college library which spent any considerable share of its funds for research material which really belongs only in the university library would have no means whatever of justifying itself—would be worse off than an institution which had no research material whatever. How may we guard against this danger? I must take it for granted that the sort of teacher I have been considering would choose his research material wisely and with the right perspective. In case he failed to do this I should expect the librarian to tell him so. And back of the librarian should be a real library committee; so constituted as to represent the different departments as fairly as possible; having charge of the allotment of book funds; advising and helping the librarian in the shaping of the library's policy; the court of last resort when an expensive and somewhat doubtful set was being considered—I can conceive of such a committee as being one of the greatest factors in the success of this whole undertaking. Let at least two types of teachers be selected for it. The one a man whose chief interest centers in the personal and human side of his students; who puts them first to the extent that his work is with them rather than

with books or scholarly endeavor. The other the man I have defined as the synthetic research worker, broad in his sympathies toward his students, but a man who realizes both the need of the age for culture, and his own ability to contribute to it something worth while. By a fusion of such types as these the rights of all would be conserved—the needs of all met so far as possible.

Just a word more by way of summary and I shall be through.

I believe the book collection of the average college library is much below what it might be in point of quality. A possible way of changing this situation for the better is to encourage members of the faculty to do research work. This would also result in a higher standard of teaching—or so at least all the teachers with whom I have talked assure me. It is not necessary to assume that research is essential to scholarship, but merely that it adds something to a man's efficiency and power that can be gotten in no other way. The college librarian, if he cares to, can play an important part in bringing these things about.

You will doubtless find this scheme—represented here only in outline—rather idealistic, but so, I take it, are all educational schemes. I can only hope that you will find also some soundness in its theory—some small addition to the constructive criticism of a condition which I believe to be fundamentally wrong.

Miss MINNIE E. SEARS, head cataloger of the University of Minnesota library, presented a paper on

#### CATALOGING FOR DEPARTMENT LIBRARIES

Before beginning the discussion of cataloging for department libraries, let me say that as it is a subject which is still in the experimental stage and not yet capable of generalization, the statements made in this paper are based, partly upon information collected from certain university libraries in which this problem is now being worked out, and partly on my own

experience in organizing the department catalogs of the University of Minnesota. The other libraries quoted are those of the University of Chicago, Columbia, Illinois, Johns Hopkins, Michigan, Missouri and Wisconsin.

In considering the problem of cataloging for department libraries, we may start with a definition and an assumption. For the purpose of this discussion it may be said that a department library is not a mere handful of reference books on a subject, but a more or less comprehensive collection of books on the subject shelved and used separately from the collections of the main library; and it may be assumed that the necessity for a separate catalog of such a collection is admitted by all.

Assuming this, the first question that presents itself is that of the form of the department catalog. Shall it be an author, a classed or a dictionary catalog, or, since in most cases the department library is a small open-shelf collection, will it suffice to have a shelf-list only, serving also as a classed catalog? The shelf-list would offer the simplest and cheapest solution of the difficulty, but the day when it was accepted as a solution of the entire problem has passed. Not one of the libraries consulted suggests the shelf-list alone as a possible arrangement. An author catalog, at least, is needed in addition, and the majority of these libraries report dictionary catalogs in some of the department libraries, if not in all. Chicago University is to provide for the department libraries outside of Harper building an author catalog and a shelf-list, where printed cards are available, and an author catalog only for the department libraries within Harper building. Columbia, Michigan, Illinois and Minnesota have dictionary catalogs for all department libraries. Missouri has dictionary catalogs in 3, and Wisconsin in 2 department libraries, while Johns Hopkins is to have dictionary catalogs in all department libraries which are outside its main building.

A more difficult question is that of the scope of the catalog. How exhaustive is

it possible, or even desirable, to make it? It must, of course, include all books in the department library itself, but shall it also record all books dealing with the same subject to be found elsewhere in the university? Such completeness of record would be the ideal arrangement, and would, undoubtedly, meet with the hearty approval of the university departments. But will not the cost be prohibitive to many libraries, even in this day of printed cards and multigraph? To be of value, such elaborate cataloging should be done thoroughly and systematically and above all, once undertaken, should never be allowed to lapse, or confusion will be the result. The fuller information about related materials in other parts of the library can always be obtained from the main library catalog, if that record is a union catalog of department libraries as well; and if the department librarian is in telephone communication with the reference librarian at the main library, the information can be obtained almost as quickly as if it were included in the department catalog. We may, therefore, conclude that the department catalog complete for its own library but not including related material in other libraries, is the most practicable form under present conditions, although the ideal form is the more complete catalog which expense at present generally prohibits.

The third point which our problem raises is that of variations in cataloging from the rules followed in the general library catalog. The first important variation which suggests itself as possible is in the treatment of analytics. Shall analytics be included in the department catalog, and if so, shall they be the same as those in the general catalog? On this point the practice of our eight libraries varies somewhat. Chicago University is not planning to include any analytics in its department catalogs, and Johns Hopkins includes only a few. Illinois, Michigan and Minnesota, in the main, duplicate for their department catalogs the analytics made for their main catalogs and, as a rule, include no addi-

tional analytics. The Columbia practice is more ambitious, as that library includes in its department catalog analytics (mainly articles in periodicals) which are not included in its general catalog. An article in the *Columbia University Quarterly* for March, 1911, states that the department catalogs have analytics for all important serials that bear upon the work of the departments whether shelved there or in the general library, that is, the department library catalog attempts to serve both as catalog and index. These cards are intended for temporary use only, to be removed when the demand for them ceases.

In most university libraries it would be impossible to keep up systematically such elaborate catalogs, and it is not clear that such indexing—for it is indexing rather than cataloging—would be desirable in all places. A catalog can never be made to take the place of a reference librarian, or of an intelligent use of the important annual and other subject indexes to the literature of a subject, such as *Psychological Index*, the various *Jahresberichte*, etc. Moreover, every reference or department librarian naturally does more or less in the way of keeping up card indexes or bibliographies, which are frequently revised and the old material discarded as new and better material takes its place. Such reference indexes are simpler and more practical than serial analytics in a department catalog, since they do not call for expert revision and absolute uniformity of subject headings. On the whole, the tendency of present opinion and practice seems to be that important analytics which are useful in the general catalog are useful in the department catalog also, but that beyond that it is better to encourage the use of the printed indexes and the keeping of an informal reference index for material not yet included in the printed aids.

A more important possibility of variation, where the department catalog is dictionary in form, is found in subject headings. Will the same headings that are found satisfactory in the main library

catalog serve equally well in the department catalog as used by specialists? Too much emphasis can not be laid upon the fact that any variation of this kind greatly increases the cost of the cataloging, as the assigning and revision of two sets of subject headings, one for the general and one for the department catalog, will mean that that part of the work is greatly increased, though not doubled. The correct assignment of subject headings presents enough difficulties under any circumstances, and the catalog supervisor should hesitate to multiply these unless there is strong reason for doing so. In libraries which have adopted the Library of Congress subject headings, those headings, with minor variations, will, for most subjects, be found satisfactory in the department as well as in the general catalog. Law will at once occur to all as a subject for which it may be desirable to run two sets of headings. We have done this at the University of Minnesota, using the special Library of Congress law headings in the department catalog, and the regular Library of Congress headings in the general catalog. A point to be carefully considered in adopting more than one set of subject headings, moreover, is the possible confusion of mind that may be produced in the student, the exigencies of whose work require him to use more than one of the library catalogs. Such records are certainly much easier to use when there is uniformity of subject entries, and the adoption of several different sets of subject headings will certainly cause confusion, even to members of the library staff, much more to students.

After the questions of form, scope, and contents of the department catalog, comes the practical question of how best to get the work done. It can be done in either of two ways, by the regular cataloging force of the university or by the department librarians. In most university libraries the cataloging staff is small in comparison with the amount always to be done, and the work of keeping the general catalog up to date taxes all its powers, and leaves

no time for extra records such as department catalogs. On the other hand, does not the department librarian have more or less time which, when properly arranged, could be given to cataloging under the direction of the head cataloger? We have found this to be the case at the University of Minnesota. Until three years ago our department libraries were all under the supervision of the various departments, and hence in a more or less chaotic state. Some of these have not yet emerged from chaos. In these three years, however, we have evolved a system by which this work is done by the department librarians, or, in one case, by an assistant in the department library. It has so far proved a perfectly workable system for our given conditions. All the department librarians so far appointed have been either library school graduates or people with equivalent library training, and in addition to that, in some cases, with special knowledge of the subjects of the departments. One of the first duties of the department librarian, on taking charge of his library, has been to organize it, classifying and cataloging it under the supervision of the head of the catalog department, but doing the work in the department library. The question has been raised as to how the department librarian could do the reference work and other work of his library, and at the same time catalog the department books for both the department and general catalog. Of course the cataloging will be intermittent and more or less interrupted, as our rule is that the work for the public must be done first. Until, however, the books of a department library are in order and properly listed, no satisfactory reference work can be done with them. Our own experience has certainly been that the reference work of our department librarians has been strengthened by their work of cataloging. The general library gains also from this work of the department librarian, as the latter does the cataloging of his books for the general catalog at the same time as that for the department catalog, and so the growth of

the general library catalog is greatly promoted, without a corresponding tax upon the resources of the catalog department. In as far as possible the work is revised by the head cataloger or a reviser, in the department library, but in some cases of difficult revision it has been found necessary to transfer the books to the catalog department for revision there. At present, whenever printed cards can not be obtained, all cards are actually made by the department librarian, but as soon as we are able to adopt the multigraph, rough copy only will be supplied by that assistant.

After the department library has been thoroughly organized and cataloged, the department librarian goes on with the lighter task of cataloging the current accessions of his library for both the department and the general catalog.

Some of the advantages of thus having the work done by the trained department librarians are:

1. It adds several workers to the cataloging force of the library, and thus makes it possible to do much more in the way of providing needed departmental catalogs. This fact has been of great importance with us at the University of Minnesota, where, with the present cataloging force alone, it would have been impossible to provide these catalogs. Besides, there is the advantage to the general library of getting the cataloging of these same books done for the general catalog.

2. The department librarian should have, and generally does have, special knowledge of his subject, which is of assistance in cataloging, especially in classification and the assignment of subject headings.

3. As the work is done in the department it is easy for the department librarian to consult the professors whenever necessary or desirable.

4. There is a real advantage to the department librarian in the added familiarity with the department books which he has gained in cataloging them. This is particularly true in the case of the librarian

who, in the beginning, is not a specialist in his subject, but even the specialist may gain some knowledge from this handling of the material which will help him in the service of his readers. Moreover, if he has actually made the catalog, he can use it more intelligently himself and instruct his students better in the use of it.

Our scheme has certain disadvantages as well as advantages. Some of these are:

1. There is danger that not enough cataloging research work will be done when the cataloging is done in the department library, because many of the important catalog and bibliographical aids are not accessible outside the catalog department—for example, the depository or union catalog of printed cards.

2. There is danger that the existing records will not be consulted enough, because the general catalog is not easily accessible and can only be consulted on special trips to the main library.

3. When the work is thus decentralized, there is much greater difficulty in obtaining from the various assistants work which is even fairly uniform. No one who has had experience in trying to manage such work will minimize this difficulty. For this reason, the revision is more difficult, and must be done with the greatest care, especially in the matter of subject headings.

4. It is sometimes more difficult to get good cataloging from those whose first interest does not lie in this branch of the work, and who are not closely associated with the regular catalogers, and familiar with the many traditions of a catalog department. For this reason we have found at Minnesota, that it is an advantage to have a newly appointed department librarian work in the catalog department for a time before taking up the work in his library.

We have found, however, that with us the advantages outweigh the disadvantages, particularly the one great advantage that it has been a practical way of accomplishing work which could not have

been done by our present cataloging department.

### Summary

A tabulated summary of the replies received from the libraries circularized has been prepared, but as it is too detailed for reading here, I will omit it, and present, instead, a few conclusions which may fairly be drawn from this summary. While practice is not uniform on any one point of department cataloging, certain tendencies toward uniformity are clearly evident.

1. In the matter of department librarians there is clearly a tendency towards the appointment of trained workers having, whenever possible, some special knowledge of the subject of their departments as well. This, of course, is important, if the cataloging is to be done in the department libraries. All these libraries feel, also, the need for some kind of department catalogs, although the number of such catalogs already established varies from three at the University of Wisconsin to twenty-three at Columbia.

2. There is a pretty general agreement that the dictionary catalog is the most desirable for department libraries. Columbia, Illinois, Michigan, and Minnesota report dictionary catalogs in all organized department libraries, and Johns Hopkins in all department libraries outside the main building. Wisconsin and Missouri report dictionary catalogs in certain department libraries, and Chicago reports author catalogs and shelf-lists. All the libraries using dictionary catalogs report the use, in the main, of the same kind of subject headings in department as in general catalogs, except for certain special subjects, such as law, or for certain highly specialized collections, such as the Avery Architectural library at Columbia.

3. There is a somewhat greater variation in the scope of material to be included. So far, only two libraries, Columbia and Michigan, report any department catalogs covering more than the material in the department libraries, but Missouri and Minnesota report that they intend, eventually,

to have their department catalogs include all books on the subject in the university. In the matter of analytics the majority practice is to include the same analytics in both general and department catalogs, although Chicago uses no analytics at all in department catalogs, while Columbia, at the other extreme, includes more analytics in department catalogs than in the general catalog.

4. Present opinion seems to be pretty evenly divided on the subject of whether the actual work of cataloging should be done by the department librarians or by the regular cataloging force, although there is perhaps a tendency to have this work done by the department librarians wherever there are trained workers in charge of the department libraries. Universities in which the work for department catalogs is done by the department librarians, report that the department librarians catalog these same books for the general catalog as well.

In conclusion, let me repeat that if the cataloging is done by the department librarians, too much emphasis can not be laid upon the fact that it is absolutely essential to have all this work done under the supervision of the head cataloger, with the most careful revision. Otherwise there will be as many varieties of cataloging as there are department librarians.

In behalf of Dr. W. Dawson Johnston, of Columbia, Miss Isadore G. Mudge read the following

#### PROPOSAL FOR A CATALOG OF UNIVERSITY SERIAL PUBLICATIONS

One of the desiderata of our exchange departments, as well as of our reference departments, is a catalog of American university serial publications. This should give in addition to the general title, a full table of contents, and an index of the same. It may be prepared by one library, or co-operatively by the library of each institution issuing such series, and published by a central institution, as the bibliography of American historical societies was published by the Smithsonian Institution, or

published as the trade list annual is, each institution printing its own catalog and forwarding it to a publisher to be indexed, bound with the catalogs of publications of other institutions, and so published.

The desirability of such a catalog as a record of American university publications was presented to the Executive Committee of the Association of American Universities at its last meeting. The Committee voted to recommend to the Association the passage of the following resolution:

"Resolved, That the Association of American Universities recommends to each of its constituent universities the preparation of a catalog of its serial publications and the printing of the catalog in a form which will permit the publication of the several catalogs as a collected work, so arranged and indexed as to make it a useful work of reference."

If the members of the College Section are similarly interested in such a catalog, similar action on the part of the section may be desirable. I present this suggestion with some diffidence because although the catalog will save librarians much labor in the long run the preparation of it would involve a large amount of extra labor in the immediate future. In spite of this, however, I hope that it will receive your favorable consideration.

After some discussion it was voted that the proposal be referred to the executive committee of the College and Reference Section for consideration.

The meeting then adjourned.

#### REFERENCE LIBRARIANS' ROUND TABLE

The meeting of the Public Library Division of the College and Reference Section was held on the evening of June 27. It was called to order by Edwin H. Anderson, who turned it over to Miss Sarah B. Askew of the New Jersey public library commission, who acted as chairman for the evening. The first speaker was Miss MARRILLA WAITE FREEMAN, librarian of the Goodwyn Institute library of Memphis, who spoke on



### SCIENTIFIC MANAGEMENT, AND THE REFERENCE DEPARTMENT AS A BUREAU OF INFORMATION

What we call "reference work" has been a little in disrepute of late, and there has been some discussion as to the amount of time which may legitimately be spent in helping the curious inquirer to learn how many of the Louis's died a natural death, or whether Helen of Troy wore locks of Titian red. But it is only in the large library that there can be any limitation of what we call the reference department to the handling of such academic quibbles. It is true that in the large library the technical department, the business branch, the art department may limit and thin the quality of work left to the reference librarian, till she (or he) may feel that only the dry bones of the day's research are hers (or his). But in the small library there is no such limitation, and the reference librarian, who may also be the head librarian and the chief cataloger, may come in touch each day with every sort of human interest, from the eager desire of the office clerk to get back to the soil by the road of raising rice in Arkansas or apples in Idaho, to the yearning for economic independence and artistic expression in the soul of the girl who comes to pore over books on design.

To one who is fully awake to the human side of things, there can never be any dull monotony in the life of the reference librarian. I have often wished I had time—and genius—to write the Romance of a Reference Library. It would cover as many pages, and be almost as thrilling as the Thousand-and-One-Nights. I wish I had time to tell you the Molly-Make-Believe Episode of Goodwyn Institute library, or the Tale of the Telegram from the Nicaragua Revolution.

Now in the small library where one reference assistant must be so many things to so many people in the course of one day, there is special need of scientific management of time, labor, methods, resources. Fortunately, the reference assistant has

few statistics to trouble with. The only record that seems essential is that of questions asked and topics looked up. A pad of paper, dated, kept at one's elbow, and questions jotted down almost as they are being asked—this gives an interesting basis for monthly and yearly reports, and makes something to show for the day's work much more interesting than mere figures, and does furnish certain figures, especially if we add, after each topic, approximate number of books, pamphlets and magazines used in getting information or material desired.

From these daily sheets interesting deductions can be made, classifications of different kinds and sources of questions asked, what classes of people are users and which are non-users of the library, on what lines the library needs to build up its resources, in what directions it needs to advertise better. Red pencil checks may be placed against more significant topics, for quick summarization at the end of the month. If the question is for school or club work, or likely to recur again, take a pencil and small pad, write Panama canal tolls or labor laws affecting women, or whatever the subject may be, at the top of the pad, and make rapid note of magazine articles, books, etc., looked up. Much time is lost in looking up the same things over and over again, sometimes by one assistant, and sometimes by another. Lists jotted roughly down while material is being looked up, or directly after, may be copied by typewriter on catalog cards and filed alphabetically in a special tray of the catalog case, where they will be quickly available for the next call. For debates, the material listed on cards should be grouped roughly under "general," "affirmative" and "negative." It saves time, also, in collecting books on the reserve shelf for a debate, to mark the places by clipping to the page a slip labelled "affirmative" or "negative." Of course, for debate work the first aid to scientific management is the use, so far as possible, of the work done by others in such invaluable little

manuals as the Debaters' Hand-Book series, and the debate pamphlets of the Universities of Wisconsin, Texas, Iowa and others, supplemented by the latest magazine articles in the Readers' Guide.\*

The same economic principle applies, of course, to every other class of subjects looked up. Make use of work done by others, whether in the form of bibliographies, indexes, reports and publications of special organizations, or what not. Two small indexes which save much time in the small library are the Pittsburgh Library Debate Index and their Contemporary Biography. Though the latter is low ten years old it is still extremely useful to those libraries which are so fortunate as to own copies.

Another economy of time and money is the using of book-lists printed by other libraries or organizations, checking on them the titles in one's own library, putting the library stamp upon them, and distributing them to the class of users interested. Goodwyn Institute library has recently done this with the booklet entitled: "What to read on business efficiency," issued by the Business Book Bureau of New York.

An important psychological point is always to get one good piece of material before each researcher promptly, then other material may be gathered more deliberately. If several people are waiting at once, give each one reference to start on rather than serve one in detail while all others wait their turn. Perhaps this is a small and obvious trifle to dwell upon, but it is a bromidium that trifles make success, in reference work as in anything else.

Returning to the wisdom of using others' work, I must emphasize the importance of collecting the material put out by all sorts of special organizations. We know that every subject now has its literature, from "votes for women" to the extermination of the house fly or the loan shark. And much of this matter, often in pamphlet or leaflet form, is obtainable free or at small

cost. Frequently such literature is the latest and most authoritative word upon any subject.

In our scheme of scientific management, therefore, the small library, perhaps even more than the large, can not afford to do without collecting such literature. The pamphlet collection is indispensable. It means work, but in the end by its live usefulness it saves time. By scientific management and intensive use a small library with a good pamphlet collection can get better results than one three times as large whose resources are not up-to-date and thoroughly made use of.

First, a word as to the filing of such material; second, as to sources for securing it. I cannot attempt to offer any new solution to the vexed problem of pamphlet disposal. I will merely state briefly how Goodwyn Institute library handles its pamphlets. We have found the system of filing in pamphlet boxes most convenient and practicable. A box is lettered with D. C. number or inclusive numbers, and with subject or subjects included, as 334.6 Agricultural credit. Pamphlets are counted as received, but not accessioned. If important, catalog card is made under subject, or author, rarely under both. If of slight or only temporary value, they are merely marked with class number, and placed in box without cataloging. Sometimes merely a general catalog card is made to show that the library receives all the publications of an organization, as with the National American Woman Suffrage Association, or with the American National Child Labor Committee. In these cases there would be both author and subject card. Any specially important publication of the association would be brought out by separate card. A check on the pamphlet would indicate whether or not it had been cataloged.

For the small library which has not time to catalog individual pamphlets, it would be sufficient to make one general card for each group, giving class number and subject heading, as: "325 Immigration; for material (or for additional material) on

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\*A brief list, entitled "Debaters' Aids," was distributed in connection with this paper.

this subject, see pamphlet collection," or merely, "See also pamphlets."

Goodwyn Institute clips also the local newspapers and a few others for matters of local or special interest, mounts the more valuable clippings on manila sheets, 8x10 in size, numbers them, occasionally catalogs an important one, and files them with pamphlets on the same subjects. To keep the collection from becoming obsolete, or occupying too much space, it should be gone over once a year, and old pamphlets and clippings and their cards withdrawn and destroyed. With many constantly changing subjects in agriculture, engineering, current problems, etc., it becomes instinctive with the reference assistant to bring forth first to the would-be investigator the pamphlet box or boxes on that subject, then the more recent magazine articles, and only last the books.

In Goodwyn Institute library the pamphlet collection is supplemented by a vertical file, arranged alphabetically under the same headings as the pamphlets. In this file are placed letters, circulars, type-written lists, and the like, not advisable to be placed in the pamphlet boxes. A practical plan for indexing this material is a general card on each subject included, to be filed at end of regular cards in cataloging: e. g. "Levees; for additional material, see vertical file." For the very small library the vertical file is perhaps the most convenient arrangement for disposing of pamphlets and all unbound material in one place.

Some of the larger libraries bind in inexpensive form all pamphlets which are considered worthy of preservation, but for the small library this seems necessary only in the case of pamphlets of unusual value or size.

Now as to some of the sources of the pamphlet and ephemeral literature which is so valuable. I can not do better than to remind you again of two lists with which you are probably already familiar. The first is "Social questions of today, selected sources of information, compiled by the Free Public Library, Newark, N. J.,"

1911. It may be obtained from the Editor of Special Libraries, State Library, Indianapolis, for ten cents. It includes the names and addresses of organizations interested in social questions, such as the American Civic Association, the Russell Sage Foundation, the Vocation Bureau of Boston, and an index of subjects covered by the publications of these organizations, such as the cost of living, prison reform, sex hygiene, vacation schools.

The second list is entitled "The library and social movements; a list of material obtainable free or at small expense." It may be had from the A. L. A. Publishing Board for five cents. This list includes material on all sorts of sociological questions, from co-operative stores to workingmen's compensation. From these two lists a good working collection of up-to-date, inexpensive pamphlet material on social problems may be obtained. Among recent organizations, born since these lists were published in 1911, are the Drama League of America, the American Commission on Agricultural Co-operation, the Southern Sociological Congress. All these put out valuable and inexpensive reports and publications. It would be a boon to small, and even large libraries, if the A. L. A. Publishing Board would father a new list including and enlarging the material of the two 1911 lists, and adding the most important new organizations and publications which have since come into being.

The recently published index to Special Libraries, Vol. 1-3, makes available, in that indispensable little journal much valuable material on current questions, and sources of information.

For all subjects, technical, scientific, historical, sociological, covered by the U. S. Government publications, and these subjects are innumerable, a convenient guide to selection is offered by the brief classified price-lists furnished by the Superintendent of Documents. The suggestions in the little weekly Government Publications, published by M. E. Greathouse at 510 12th St., N. W., Washington, at fifty cents a year, are also helpful, as are the notes in

the A. L. A. Booklist, which now lists many government documents. The "Interesting Things in Print" column in Public Libraries should be carefully scanned, as should the "Periodical and other literature" department of the Library Journal.

To get upon the regular mailing list of as many organizations as possible saves much time spent in writing for individual publications. And even where there is a membership fee, as of \$2.00 per year to the Drama League of America, for example, it will bring far more valuable returns in twelve months than the same amount expended in books.

The first labor of writing for and handling a collection of pamphlet literature seems considerable, but when properly organized its daily up-keep is not difficult and its presence in a library goes far to make possible the scientific management of the queries and problems which come each day to the reference desk.

May I rather say the information desk. We librarians are so at home with our own terminology, have talked so long and familiarly of reference desks, reference work, the reference library, that I doubt if we ever realize the foreignness of our language to the shy visitor within our gates. "Ask in the reference room" means worse than nothing to him, but the simple legend "Information desk" will draw him like the kindly and familiar face of a friend.

The idea that a modern library is, or should be, a central Bureau of Information for its town or city is one that we first have to get thoroughly into our own heads, and then impress upon our public. In the effort to find the simplest and most effective way to present this idea to our Memphis public, we tried running the following card in the street cars:

**What do You want to Know?**

You have 12,000 Books, Trade Journals, Magazines on all subjects, and an Information Bureau for **Your** use absolutely **Free** in Goodwyn Institute Library.

We were able to make specially advantageous terms with the street car advertising company, whose representative had himself made use of the resources of the library, and we have been running this card, or similarly worded ones, for over a year. The results, sometimes direct, sometimes indirect, have been very interesting. The card has brought us many business men, and other street car users, who, seeing our invitation daily, recall it from the depths of their subconsciousness when they do want to know. The card is often taken quite literally, as in the case of the young Russian from Odessa, later from St. Louis, who read the sign in the street car which brought him from the railway station. He came straight to the library and to the information desk, told his story briefly and succinctly, and asked how he could find a position as house boy, for which he was qualified. The Jewish Rabbi happened to be in the library at the moment. He called up the head of the Jewish Charities, who on hearing that the lad was from Odessa, said: "Why, that is my native place! Send him along and I will surely find him something." And he did.

Another bright-eyed youth, who worked with a moving-picture corporation in the daytime, but had his evenings free, came in to ask if we had d'Espuy's "Architecture antique." He was overjoyed when he saw it and other folios on the subject, said he was wanting to go on with the study of architecture at night, and had seen our street car card. "That card's a fine stunt," he added. Then there was the case of the two young men who had come down the river by boat from Iowa, looking for work as extra Christmas clerks. They were sent up to us by a policeman, from whom they asked information. We sent them to the Y. M. C. A. Department of Employment, and one of them afterward came back to tell us they had both gotten a job. We do not at all mind being teased a bit about our "Employment Bureau," so glad are we that the policeman and the man-on-the-street should instantly think of Goodwyn Institute library when asked for any in-

formation which he cannot give. We desire to be regarded as a sort of central clearing house for general information, even when the question is of so primitive and vital a nature as how a man shall earn his next meal, and to this end we take as our motto "Nothing human is alien to us."

We think it is within our legitimate field to tell the man not that he has come to the wrong place, but to tell him the address of the right place, and sometimes even to give him a note or do a moment's telephoning that will connect him with the right place, and will make him feel that the library's "What do you want to know?" means him.

The point I wish to emphasize is: Never let a man go away without either the information for which he has come, or the knowledge as to where he may find it. This does not mean that we must spend precious time in looking up irrelevant questions, or in attempting to handle matters which some other library or organization could deal with more efficiently. It does mean that it is our business as a Bureau of Information to know just where that question can be most effectively handled, and then to direct the inquirer there.

Thus if a man desires a certain address in Los Angeles, we send him to the Cotton Exchange, one block away, which has a full line of directories, open to the public; if a certain government monograph which we do not possess, we refer him to the Cossitt library, which as a government depository has a full collection of public documents; if other than a very simple legal reference, we refer him to the law library, mentioning its hours and restrictions.

If the information desired may be secured by letter, we often give a reader the necessary address and let him write himself. We ought, of course, to save the library's time in this way whenever possible. Yet frequently the information or material to be secured would have a future value to the library itself, or to the city, and whenever this is the case, this advantage, together with the reader's grateful appre-

ciation of the library for getting him what he wants when he wants it, surely justifies us in writing the letter ourselves. Thus, Goodwyn Institute library has recently secured much information and literature on smoke abatement experience of other cities, for engineers suddenly forced to apply modern methods by a stringent city ordinance. Assistance has been given in the same way to the Mississippi Valley Levee Association; to a committee appointed to present a county insanity commission bill to the state legislature; to the city engineer, on the practice of different cities as to grade-crossings and railroad track elevation; again to an individual reader who wished to learn what diseases are native to South Carolina in distinction from those supposed to be cured by residence there; to a local manufacturer on the process of making paper from cotton stalks; to a student on the death rate and prevalence of tuberculosis among negroes; to another on the best methods of alfalfa raising in West Tennessee.

The use of the telephone is encouraged for information needed quickly. If a busy business man wishes to know the name and address of the U. S. Consul in Peru, the 1910 population of Guthrie, Oklahoma, the meaning of a troublesome phrase in a Spanish letter, he appreciates knowing that he can get a prompt reply by calling up the library. The St. Joseph library makes this feature of its information service effectively known by attractive blotters and leaflets sent to business men.

We are all familiar with the insistent demands of club members and of school children, set sometimes, the former by the club system, and the latter by the school system, to subjects beyond their grasp. Of the vexed problem of distributing our crowded hours judiciously among all these demands, Miss Bacon has written most lucidly in her delightful paper on "What the public wants," in the May (1913) Library Journal.

Certainly we do have to learn to discriminate as to the time and attention we give to each demand upon us. Yet each is im-

portant to the man, woman or child, who makes it, and however briefly and expeditiously we may dispose of it, let us make the questioner feel that he did well to come to us, that we are for the moment concentrating upon his problem, and that we are giving him the best assistance in our power, even if it be only an address, or a telephone number, or the name of the book in which his question will be answered.

Let me repeat that it is all largely a matter of making our library a clearing house of information, of connecting the man with the answer to his question, rather than of necessarily answering it ourselves. And to this end, and by these means, may the small library be as useful as the large.

The next speaker was Miss SARAH B. BALL, librarian of the business branch of the Newark free public library, who spoke on

#### WHAT ANY LIBRARY CAN DO FOR THE BUSINESS INTERESTS OF THE TOWN

Have you ever felt discouraged over the purely potential value of your reference books, because they seem to remain forever potential? Have you ever turned the pages of the World Almanac and sighed over perfectly good answers which you could give to questions that nobody asks you? Every reference librarian present knows what I mean. When is wheat harvested in Burmah? Who is the secretary of sanitation in Cuba? How long does it take a letter to go from New York to Melbourne, via Vancouver? Are grapes more nutritious than plums? What are the dues in the Knickerbocker Club? What three nations have dominions on which the sun never sets? How many shipwrecks last year on the U. S. coasts?

These questions are being asked by somebody and being answered in a fashion by somebody. Very often that "somebody" is the editor of the query column in the newspaper. The newspapers of the country have educated the people to turn to

them with their questions. How many of those questions could be answered just as well or better by the public library? How often the newspaper itself turns to the public library for the answers? Here is truly an unnecessary duplication of work and a loss of time. Here is also a high-road to popularity and an opportunity for usefulness to a community clearly seen by newspapers and worth cultivating by public libraries.

While we are making laws, librarians might conspire to put through a city ordinance to compel all questioning people to call on the public library as the first source of information. As that is manifestly impossible, something must be done to attract the business and trade interests of a town to the public library as a bureau of information. Why? Because the citizens pay taxes to support an institution—the public library—that they may be, by that institution, helped to become not simply better, but also wiser; not simply wiser, but also better informed; not simply better informed in general, but also better informed in city affairs; not simply in city affairs, but also in the affairs of each industrial unit. In a word, the city supports a library that the library may help it to become more harmonious, better governed and more productive.

As the institution is supported for specific purposes, it should not only be prepared to fulfill these purposes; it should also let it be known to all that it is thus prepared.

It should let those who support it know that it can not only help one who seeks general culture; but can also help one who seeks knowledge of city management in any of its countless aspects, or knowledge of methods of productive or distributive processes in any of their countless forms.

Possibly the first thing to do in thus letting its practical powers be known is to introduce into its vocabulary the phrase "business department" or "information department." A wider range of questions comes to a library that uses the words "information" or "business department" in-

stead of "reference department." The words "public library" do not convey to the mind of the average person a suggestion of a tenth of the resources for information that are locked up in the collections of printed things which our cities now maintain.

An inquiring Newarker once said to me. "Why should a public library advertise itself? Surely everyone knows where it is and that it contains books."

"Yes," said I, "but, do you yourself know what those books contain? Would you go to the library to learn the elevation above sea level of the street corner on which you live, or for the width of the street? Would you go there to plan your next business trip by using the maps of the cities you will visit, so that time will not be lost in going from one factory to another? If you are trying to sell a patented ticket punch, do you go to the library for the names of purchasing agents of railroads? If you have lost the address of a business correspondent do you telephone to the library or do you set the whole office force on edge hunting for the lost letter? Would you turn to the library for the date of Wilson's Chicago address, or the launching of a new battleship?"

He went away wiser; and left me quite pleased with myself.

Many public libraries have undertaken the task of collecting manufacturers' catalogs from all parts of the United States. Our experience indicates that this is a heavy expense with comparatively slight return. Would it not be better to spend the same amount of time and money compiling information about the industries of one's own town? It is a hopeless task to represent adequately the manufacturers of the United States. It is not a hopeless task to compile information about local manufacturers that will prove of great value. No business directory gives the specific information that is a daily need among the business men of a community. The directory gives, for example, a list of paper-box manufacturers, but does not indicate those who make egg boxes, hat

boxes, jewelry boxes, etc. It lists the jewelry manufacturers, but is useless if you want the names of those who make 22-karat wedding rings. Many manufacturers and dealers are sending to distant cities, through habit, for articles made equally well and at the same cost within their own city, for no other reason than that they lack detailed information of the products of their own city. In some places the Board of Trade is the natural clearing house for this information. This is as it should be.

But what about the towns that are without Boards of Trade or whose Boards of Trade are not equipped to give this information? It is safe to say that there are not ten cities in the United States where one can find on file for the use of the public complete and specific information about the industries of that city. To secure this information is not an easy task. It requires circular letters, follow-up letters and possibly personal calls; but the value of thus creating an interest in the public library among those citizens who are paying the heaviest taxes, coupled with the real importance of the information itself, makes it an undertaking of peculiar value to a tax-supported public library. Fortunately the smaller the city the fewer the manufacturers and the easier the task, so that here indeed is a piece of work that may well be undertaken by libraries of many towns and cities.

We have grown in Newark, from being the conventional and rather academic library, to one that has quite large sources of civic and manufacturing and commercial and financial information. The question now is, how shall we get the people to realize the change? We are somewhat in the position of a dry goods store which has transformed itself into a department store, but is visited largely by those who seek only dry goods. We need to advertise our groceries, hardware, furniture and china.

If library architecture would only permit of show windows, as do all our Newark branches, the task would be greatly

simplified. What a show window has meant to the business branch can be seen any day. A passerby is first attracted by the bright color of a map showing the London subway system. He pauses to read the old familiar words: "Trafalgar Square," "Tottenham Court Road" and "Ludgate Circus." Beside it is a new directory of the clothing trade, or a book on insurance, a pamphlet on civil service, or a new trolley guide. Finally, his curiosity aroused over the kind of a business house that can have such diversified interests, he looks up at the gold-lettered sign on the window and reads with puzzled expression, "Business Branch and Reading Room of the Free Public Library." Often he peers curiously in to see what kind of people are inside, and, seeing a room full of men, comes boldly in and asks for—a directory of Spuyten Duyvil, or some other obscure place. The window display has broadened his idea of the resources of the public library, which he had hitherto thought of as having nothing to interest him.

Where a library can afford it there are many advantages in establishing a business department. It keeps together closely related subjects, it is very helpful to business men, and it helps in advertising. If a permanent business department is impossible, there is much to be gained by a temporary showing of all that can be gathered relating to business.

All libraries have more of this material than we perhaps realize, surely more than the public realize. By bringing it together and displaying well-printed signs concerning it we are following sound advertising principles. The man who sees a sign in the library, "Our business is answering questions," will not be so absurdly apologetic over "bothering you" with his wants, and will use the resources of the library to better advantage than the man who thinks it is only for lending books.

Other signs that may be used with good effect are these:

"Have you an idea? Patent it. The library will tell you how."

"You support this library. Do you use it?"

"Why guess about things? Your Public Library can give you the facts. Telephone or write."

"A valuable export trade is yours if you follow the consular reports in the Public Library."

"Follow the work of the Legislature. The bills are on file at the Public Library."

Framed signs of the library as Bureau of Information, placed in public places, are good permanent advertisements. Personal visits to the places where questions are being asked—the post office, the railroad, telegraph, newspaper and express offices, and the suggestion that those in charge send to the public library all inquiries they do not wish to be troubled with or can not satisfy, will turn many people toward the library.

If it is the item of expense that stands in the way of business work in your library, have you considered possible economies in other lines? Why not discontinue a certain fashion magazine and add a financial one? Turn down an order for a history of the court of Queen Anne and buy a good history of Wall Street. Get along without that valuable but expensive book on the ancient civilization of the Egyptians and buy a directory of the manufacturers of the world. Deny your worthy scholars the latest commentary on Plato and get your business men the latest book on accountancy. Sacrifice an historical or classical atlas and secure the best maps of your own locality. Decide against the Portuguese dictionary and buy a cable code. Cancel the order for so-and-so's travels in British Guiana and subscribe for the Official Railway Guide.

Here are suggestions for a few resources to be used in meeting business inquiries of a general order, such as come to a library that advertises itself as a Bureau of Information, and some things we have found useful in business work:

1. The latest edition of the city directory, directories of local towns, of the capital of the state, and of the largest cities of



the United States. An exchange of directories one year old with other public libraries has proved quite satisfactory. It increases your resources, and the fact that you ask for year-old directories from local business houses for the purpose of exchange is a good advertisement of the library's business side. The cost of sending a 5-lb. directory to any part of the United States by book-rate express is about fifty cents.

If you cannot afford directories, get telephone books from the American Telephone and Telegraph Co., New York City, at prices ranging from 35 to 50 cents. Many of these contain classified sections. A classified telephone directory of New York may be obtained free by writing to Mr. Reuben J. Donnelly, 37 Fulton Street, New York City.

2. The very best local maps. To spend \$30 on a real estate atlas may seem extravagant; but such atlases are usually issued at intervals of 6 to 10 years, and will prove one of the most useful sources of local information.

3. The Official Railway Guide. If the library cannot afford to pay \$8.00 a year for it, get a month-old copy from the local railway office. It contains the most complete list of U. S. towns in print and is of value as a gazetteer and in many other ways.

4. The Western Union A. B. C. and Lieber Cable Codes are the only general codes in use. They cost about \$32.00.

5. A table for displaying catalogs of business book publishers. This will increase the use of business books and lead to many good recommendations by visitors.

6. A monthly magazine, "Business News," of the Business Book Bureau of New York. It indexes articles in the principal business magazines and lists the important new business books.

7. A typewriter for the free use of visitors. The local office of a typewriter company may place one in the library as an advertisement.

8. Reports of transactions on the New York stock exchange or of transactions in local securities. Local brokers' offices will

consider it a good advertisement to place these on file.

9. Trolley guides. Fifty cents spent on these each year will fortify the library against all attacks in that line.

10. Thomas's Register of American Manufacturers, price \$15.00. With this in hand you can say that, "The Public Library can give you names of pill-box manufacturers in all parts of the U. S., the name of the man who makes office furniture in Marietta, Ohio, or the place where Rubberset products are manufactured."

11. Kelly's Directory of Merchants, Manufacturers and Shippers of the World. Price 30s. This enables you to say, "The Public Library can give you the name of German manufacturers of mirrors, the dealers in lacquered ware in Tokio, the name of a bank in Warsaw, a forwarding agent in Sydney or the express facilities of Coburg."

With a simple and inexpensive equipment, somewhat like that included in these eleven items, backed by wide advertising in the local press, a public library can attract the business men of a town to use the institution they support, an institution which should be turned to by everyone in the municipality as the very first source of information.

Miss EDITH KAMMERLING, head of the Civics Room of the Chicago public library, presented most ably the work which could be done by any library in the civics line, under the title

#### **A CIVICS ROOM IN A MEDIUM-SIZED TOWN**

Perhaps the best method of indicating the scope and material of a civics room in a medium-sized library is to describe what are the essentials of a civics room in a large city, permitting the adaptation of such features of the latter to the former as the locality and conditions may suggest.

A year ago last month a room was opened in the Chicago public library which is known as the civics room. The legend on the door announces "Sociology, Municipal Affairs, Business, Economics, Political

Science, and Education." At first people were very curious to see what the civics room was like, and many there were of the idle curious who came to see what we had, but as the subjects dealt with were not what are generally considered as sources of amusement and entertainment, this patronage gradually ceased until now we have only the earnest, studious class.

The work required in assembling and taking care of the material is such as to demand the most concentrated efforts and the most specialized training upon the part of the librarian. She must be familiar with the great issues of the day and must be able to look ahead and assemble material where she sees that a topic is engaging the attention of public-spirited men.

The material which is stored in the civics room, therefore, is less in the form of books than in the way of pamphlets, magazine articles, and newspaper clippings—that which is usually regarded as ephemera. The latest material is not to be found in books, for by the time a subject has been before the public, has been talked about, assimilated, and finally published in book form it is practically an old subject.

One of the first considerations for the librarian is where to obtain this material. Our civics room has a card index of institutions and societies that are interested in the subjects that we cover in our work, and since we are on the mailing list of most of the associations we are pretty well supplied with their publications. The National Municipal Review, published quarterly by the National Municipal League, has a section devoted to new pamphlet material and is a great help in learning of new publications. Other journals of particular value are: The Survey, with its Information Desk, The Municipal Engineer, The American City, and The American Political Science Review.

For magazine articles, of course we have the Readers' Guide, but most of our magazine material is in the form of separates. The branches of our library return innumerable magazines to the main library and these are immediately dismembered and

the articles of value and interest to us are taken out and treated as if they were pamphlets. Our newspaper clippings are obtained from 150 foreign and domestic newspapers which our reading room receives daily. Representative material is obtained in this way from all sections of the country. The pamphlets, magazine separates, and newspaper clippings, together with a small, well-selected collection of books and a goodly supply of current magazines upon economic and sociological subjects constitute the material of the room.

If you were to visit our civics room you would see one entire side of the room lined with pamphlet boxes. Each box represents a subject. Collected in one box are pamphlets, magazine separates, and newspaper clippings. The patron is not compelled to read antiquated books in studying his subject, nor is he compelled to go through the Readers' Guide and wait for his magazines to be brought to him. Here, all gathered together, is the latest material to be had. Each pamphlet is classified; each magazine separate is made into permanent form by being stapled in a manila folder with source, title, date, and class number on the cover; each newspaper clipping is classified with source and date and placed in a large manila envelope. We use the Wisconsin Legislative Reference Bureau's expansion of the 300's of the Dewey Classification for classifying our material. Selections from the contents of a typical box will show what kind of material is to be had. The subject is The recall:

Address of Pres. Taft at the banquet of the Swedish-American Republican League. 62d Cong. 2d. sess. Sen. doc. 542. Mar. 9, 1912.

Address on the recall of judges and the recall of judicial decisions at the session of the annual meeting of the Ill. State Bar Assoc. Apr. 26, 1912.

Election and recall of federal judges; speech of Hon. Robt. L. Owen. 62d Cong. 1st Sess. Sen. doc. 99. July 31. 1911.

Federal recall and referendum. Springfield Republican. Dec. 5, 1912.

How the "recall of decisions" would pro-

- tect the weak from injustice. Chicago Tribune. Apr. 7, 1912.  
 If recall ever comes, judges will cause it. Dallas News. June 8, 1912.  
 Importance of an independent judiciary. Ind. Apr. 4, 1912.  
 Judicial decisions and public feeling; address by Elihu Root. 62d Cong. 2d Sess. Sen. doc. 271. Jan. 19, 1912.  
 A judicial oligarchy. Century mag. Oct., 1911.  
 The judicial recall. Century mag. May, 1912.  
 The judicial recall a fallacy of constitutional government; speech by Rome G. Brown. 62d Cong. 2d sess. Sen. doc. 892. Aug. 3, 1912.  
 Judicial recall is turned down. Baltimore American. July 4, 1912.  
 Judicial tyranny and the remedy; speech by Isaac R. Sherwood. May 2, 1912.  
 Life terms and the judicial recall. Chicago American. July 16, 1912.  
 Nullifying the law by judicial interpretation. Atlantic. Apr., 1911.  
 Oakland defeated recall nearly 2 to 1. San Francisco Chronicle, Apr. 6, 1912.  
 Recall for all but judges urged. New York Sun. Jan. 6, 1913.  
 Recall in Oregon. Washington Post. Sept. 2, 1912.  
 Recall in Seattle. McClure's. Oct., 1911.  
 Recall of judges. Ind. Aug. 17, 1911.  
 Recall of judges. Editorial Rev. Nov., 1911.  
 Recall of judges; address by James Mahan. July 19, 1911.  
 Recall of judges; arguments in opposition by Mr. Rome G. Brown. July 19, 1911.  
 Recall of judges a rash experiment. Century. August, 1911.  
 Recall of judges and judicial decisions; speech by Hon. Augustus Gardner. Apr. 4, 1912.  
 Recall of public servants; speech by Hon. Jonathan Bourne. Aug. 5, 1911.  
 Restricting the judiciary. Chicago Daily News. June 16, 1913.  
 Right of the people to rule; address of Theodore Roosevelt. Mar. 20, 1912.  
 Seeks substitute for judicial recall. Indianapolis Star. Aug. 30, 1912.  
 Study on the recall of presidents. Chicago Tribune. Sept. 23, 1912.  
 Where the recall is justified. International. Dec., 1912.  
 Wisconsin Assembly Bill; the interpellation or recall of commissions and other state officers. Jan. 29, 1913.  
 Wilson explains recall. Springfield Republican. Sept. 26, 1912.  
 We keep the public informed of what is taking place in the Illinois legislature by having a complete file of the house and senate bills and joint resolutions. These are carefully indexed so that if a patron asks for the bills relating to non-partisan elections, by turning to our index and looking under Municipalities—Non-partisan elections, the bills are easily found. Likewise the ordinances that are passed by the city council are treated in the same way.  
 We have found from our experience covering a year's work that the subjects that have been most used are as follows:  

Initiative and referendum	Public morals
Recall	Moving pictures
Woman suffrage	Civil service
Immigration	Commission form of government
Direct election of U. S. senators	Smoke nuisance
Minimum wages	Playgrounds and parks
Child labor	City planning
Woman and labor	Garden cities
Employers' liability	Six-year term for president
Housing	Child welfare
Unemployment	Juvenile courts
Labor unions	Industrial education
Syndicalism	Parcel post
Central banking system	Business
Rural credit	Industrial efficiency
Socialism	Advertising
Single tax	Public utilities
Income tax	Noise
High cost of living	Billboards
International arbitration	Non-partisan elections
- Some of the questions selected at random, show the demands made upon the room. A committee of the City Council is appointed to investigate the question of public service corporation commissions, and the library receives a call for material upon the question "Whether it is better to have public utilities regulated by state public service commissions, or to have them regulated by the City Council." When the investigation of the telephone rates is to be made the history of the telephone investigations carried on by previous councils is looked up. Upon investigating the advisability of electrifying the railway terminals, statistics are demanded showing the amount of damage that is done by the smoke of the railroads in the city limits. Only the live, up-to-date ma-

terial can be of any value to these city officials, and a knowledge of what other cities have done relative to these questions is necessary.

Newspaper men who are doing such excellent work in keeping the people informed about what improvements are being made to better the conditions in the city, demand a great deal of a civics room. For example: A newspaper man writing a series of articles upon how to improve Chicago, wishing to write an article on housing, sends in a call for information regarding Schmidlapp houses, and it is our business to get him the material. Again he wishes to show how to reduce the cost of living, and sends in a request for information concerning the conveyance of produce from the farmer to the consumer by means of the interurban cars. Or again he wishes to inspire the public with the desire to beautify the city with window boxes and flowers and he wishes to know what European cities are doing along this line.

Civic associations and women's clubs are constantly making demands upon our resources. Such questions as:

What material have you from the budget exhibits of other cities?

Statistics showing the death rate in garden cities as compared with the death rate in cities where the population is congested.

The provision of giving the wages of prisoners to the support of the family.

Public comfort stations.

City planning and garden cities.

The question of working women's wages in its relation to the social evil was studied, during the recent investigation of the Illinois Vice Commission, by students and women's clubs.

Students find our room a boon. They are able to get material there which they are not able to find anywhere else. This spring students at the University of Chicago were working upon a debate on Panama Canal tolls, and they were so eager to use our material that they would stay all day, leaving in relays to eat while a few were left behind to guard the material.

A civics room in a medium-sized town

may be made one of the most important assets of the library if it can be arranged that the person in charge does not have to divide her attention with the main work of the other departments of the library. If the staff is limited it would be better to have the civics room situated in a centralized locality, such as the state library, with easy communication with the smaller libraries. These could have an index of what the state library has, and when the need would arise the librarian could communicate her wants to the state librarian and the material could be sent as a package library upon short notice.

And so we find that we can be of assistance to the members of the City Council, women's clubs, civic organizations, newspaper men and students. The future of the work is very bright; new lines of work open up; new opportunities for service present themselves. It is in this work that one can be alive; he can feel that he is a part of the great movement toward the betterment of his city and its people.

Dr. William H. Allen, director of the Bureau of Municipal Research, of New York, made the closing talk of the evening, taking as his subject, "What a city should expect and receive from a library." He made a plea that librarians as individuals should stand for something in the community, should take their place as persons in the affairs of the day as well as see to it that their institutions performed the work to be expected of a library. He also laid emphasis on the fact that the general public did not know of the work being done by libraries and the possibilities of further service and urged that discussions of such work should be given place in the general magazines and newspapers as well as library magazines. He strongly advocated individual thinking, the doing of that which the individual librarian felt to be the best for a given community whether it be in line with general library thought or not, claiming that individuality of action and thought made for a stronger and better administration even if such individuality led to criticism upon occasion.